DOCUMENT RESUME

ED 182 550 CE 024 178

AUTHOR	Bilger, Phyllis
TITLE	A Plan for the Updating and Implementation of Performance-Based Vocational Education Material. Final Report.
INSTITUTION	Indiana Univ.-Purdue Univ., Ft. Wayne, Ind.
SPONS AGENCY	Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE	31 Dec 79
NOTE	808p.
EDRS PRICE	MF05/PC33 Plus Postage.
DESCRIPTORS	Competence: Curriculum Development: Curriculum Evaluation: *Health Occupations Education: *Job Skills: Material Development: *Medical Assistants; Medical Services: Occupational Information: Paramedical Occupations: *Performance Based Education: Program Development: Secondary Education: Skill Analysis: Skills: Student Evaluation; Surveys: Task Analysis: *Task Performance: *Test Construction
IDENTIFIERS	Domain Referenced Tests: Indiana: Medication Aides

ABSTRACT

This final report presents five products of a health occupations project conducted (1) to update health occupations data, (2) to field test a performance-based curriculum in secondary programs, and (3) to develop materials (domain-referenced tests) to predetermine student and/or job incumbent competencies prior to entrance into a developed vocational program or job title. The three shortest reports include a summary of the advisory committee, secondary students' field test for medication aide curriculum, and evaluator's report of the field test. A fourth report, the summary of job title survey and health occupations education cluster matrix, includes the original and revised Indiana Health Occupations Cluster matrices, survey materials, and survey data regarding five service areas: patient care, dental care, medical-clerical, veterinary, and public health. Approximately four-fifths of the report consists of the domain-referenced tests (DRTs) for the four domains of the medication aide curriculum: prepare oral medications, administer oral medications, apply and insert medications, and instill medications. Major DRT components include task analysis guides, content identification sheets, common subtasks, identified limits of all content, and sample DRTs. Listing of tasks are also provided for two additional domains: medical asepsis and cleaning and weighing and measuring a patient. (YLB)

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FINAL REPORT

A Plan For The Updating And Implementation of Performance-Based Vocational Education Material

Warren Wilhelm Jr., Project Director
Phyllis Bilger, Principal Investigator
and Researcher

Project No. 274-78-III-3

IN7913306

Indiana University-Purdue University

Fort Wayne, Indiana

December 31, 1979

State Board of
Vocational and Technical Education
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Project population

Groups	Numbers of persons:	
	Impacted by project	Conducting or giving input
students		
secondary	25-30%	25-30%
postsecondary	35%	35%
adult	35%	35%
school personnel		
secondary	25-30%	25-30%
postsecondary	35%	35%
adult	35%	35%
other		
teacher educators	30-35%	30-35%
employers	30-35%	30-35%
employees	30-35%	30-35%
other:		
special needs		
disadvantaged	3.0%	3.0%
handicapped	13.0%	13.0%
migrant	.5%	.5%
minority	2.0%	2.0%
limited English proficiency		
other: (all other secondary, post secondary, and adult)	81.5%	81.5%

II. TABLE OF CONTENTS

I. COVER PAGE
II. INFORMATION SHEETS i
Project Population i
Table of Contents ii
III. STATEMENT OF OBJECTIVES 1
IV. STATEMENT OF PROBLEMS 1
V. STRATEGIES 1
VI. ANALYSIS PROCEDURES 4
VII. FINDINGS 5
VIII. EVALUATION 6
IX. CONCLUSIONS AND RECOMMENDATIONS 8
X. FINANCIAL STATEMENT 9
XI. SUPPLEMENTAL AND APPENDIX MATERIAL 9
XII. ABSTRACT 10

APPENDICES

A. SUMMARY OF ADVISORY COMMITTEE 13
Initial Letter of Request 17
Roster of Committee Members 18
Notification, Agenda and Minutes of First Meeting 20
Notification, Agenda and Minutes of Second Meeting 23
Notification, Agenda and Minutes of Third Meeting 29
Notification, Agenda and Minutes of Fourth Meeting 34
B. SECONDARY STUDENT'S FIELD TEST FOR MEDICATION AIDE CURRICULUM 39
Map of Field Test Sites 44
Field Test Data Sheet 45
Primary Teachers of Field Test 46
List of Field Test Sites 46
List of R.N. Observers 46
List of Participating Health Care Facilities 47
Student Comments in Individual Modules 48

1

Teachers Comments for Individual Modules 48
Student General Comments 49
Teachers General Comments 50

C. SUMMARY OF JOB TITLE SURVEY AND
HEALTH OCCUPATIONS EDUCATION CLUSTER MATRIX 51
Original IHOE Matrix 58
Letter, Instructions And Example
for Patient Care Services Survey 61
Letter, Instructions and Example
for Dental Care Services Survey 68
Letter, Instructions and Example
for Medical-Clerical Services Survey 70
Letter, Instructions and Example
for Veterinary Services Survey 73
Letter, Instructions and Example
for Public Health Services Survey 76
Patient Care Services Survey Data 80
Dental Care Services Survey Data 82
Medical-Clerical Services Survey Data 83
Veterinary Services Survey Data 84
Public Health Services Survey Data 85
Revised IHOE Cluster Matrix 86
D. EVALUATOR'S REPORT OF SECONDARY STUDENT
FIELD TEST - MEDICATION AIDE CURRICULUM.......................... 89
Report... 91
Summary 96
E. DOMAIN - REFERENCED TESTS FOR
MEDICATION AIDE CURRICULUM....................................... 97
DRT Components for Administer
Oral Medications - Domain.................................... 102
Task Analysis Guides 102
Common Subtasks 123
Content Identification Sheets.............................. 124
Appendix A 170
Appendix B 179

DRT Components For Prepare Oral Medications - Domain 188
  - Task Analysis Guides 188
  - Common Subtasks........ 217
  - Content Identification Sheets 218
  - Appendix A........ 249
  - Appendix B........ 257

DRT Components For Apply and Insert Medications - Domain 266
  - Task Analysis Guides 266
  - Content Identification Sheets 309
  - Common Subtasks 364
  - Appendix A 366
  - Appendix B........ 375

DRT Components For Instill Medications - Domain 387
  - Task Analysis Guides........ 387
  - Common Subtasks........ 424
  - Content Identification Sheets 426
  - Appendix A 476
  - Appendix B 483

Listing of Tasks For Medical Asepsis and Cleaning Domain 497

Listing of Tasks For Weighing and Measuring Domain 497

6

III. STATEMENT OF OBJECTIVES

The Health Occupations project had five specific objectives. Due to circumstances beyond the control of project personnel, it was necessary to exclude one objective and ammend another. The necessary changes are shown with the objective. The objectives of the project were:

1. to review the current Health Occupations Matrix and update it in areas deemed essential
2. to develop a computer program for the Health Occupations Matrix in order to retrieve and alter data when indicated (excluded)
3. to field test the developed medication aide curriculum in three (3) selected, current, secondary programs
4. to develop domain - referenced test(s) according to the developed SBVTE process for the medication aide job title (Ammended) AMMENDMENT: "plus, domain-referenced test(s) for medical asepsis, cleaning, weighing and measuring."
5. to evaluate the results of the field test in order to establish the applicability of the curriculum to secondary students

IV. STATEMENT OF THE PROBLEM/PURPOSE

This project had or its intent three major purposes. Since Health Occupations Education had spent four previous years in research, development and implementation of vocational education materials it was deemed desirous to:

1. bring previous gathered Health Occupations data up to date to reflect current trends,
2. establish the ability of secondary students to successfully complete one performance-based adult vocational Health Occupations curriculum and
3. to develop materials that could be used to pre-determine competencies of Health Occupations students and/or job incumbents prior to entrance into a developed vocational program or job title.

V. STRATEGIES/PROCEDURES

Before work could begin on the project, the Advisory Committee for the 1979 year was activated. A full report of the Advisory Committee can be found in the Appendix, Section A, beginning on page 13 .

The actual work of the project began by directing attention to the third objective "to field test the developed medication aide curriculum in three (3) selected current secondary programs." Contacts with secondary program sites produced four (4) sites desirous of being a part of the field test. Teacher training sessions were held and materials organized and disseminated so that field tests could begin with the start of the second semester. The field tests were held and materials organized and disseminated so that field tests could begin with the start of the second semester. The field tests were held as concurrently as possible at the four secondary sites. Since the field test involved a practicum experience as well as class room and laboratory, the completion of the practicum portion of the curriculum was scheduled either during the second semester or within the first month following graduation, depending upon the desires of the facilities in which the students were to receive their extended laboratory or cooperative experiences.

All teachers had specific field test data and evaluation forms they were to complete for evaluation purposes; students were to give teachers verbal evaluations as they complete portions of the curriculum. Consultation with teachers, by phone or letter, occured as needed; at least one progress visit was made to each site during the course of the field test.

Upon completion of the field test, data and evaluation forms were collected and reviewed. A complete summary report of the field test was compiled and can be found in the Appendix, Section B, beginning on page 39.

After objective three had gotten under way, work was begun on the first objective "to review the current Health Occupations Matrix and update it in areas deemed essential". Copies of the HOE Matrix developed in 1974-75, along with samples of the task surveys used for the development of the 1974-75 Matrix were distributed to Advisory Committee members. It was the intent that the Advisory Committee members would assist with obtaining information needed to survey job incumbents employed in the capacity of new job titles (that should be considered for addition to the Matrix). This method of updating the Matrix was persued for a time, however, a new and more appropriate method of obtaining data for development of an Occupational Matrix had been developed; therefore, attention was focused on the development of Job Title Surveys by the new method.

A total of five (5) Job Title Surveys were prepared(one for each sub-cluster) and disseminated to over 400 employers of Health Occupations employees in the State. A total of nineteen (19) different types of facilities were represented by the employers surveyed. 196 surveys (almost 50 %) were returned to the project office. The surveys were reviewed and data compiled in order to determine any changes that might need to be made in the original IHOE Matrix.

While awaiting the data from the surveys to be returned and compiled, the original IHOE Matrix was scrutinized for necessary structural changes. It was established that the original format for the Matrix should be retained. However, to better facilitate understanding and usage of the Matrix, certain internal revisions needed to be made.

Following the review of compiled data from the Job Title Surveys and finalization of internal revisions for better understanding, the IHOE Matrix was revised. The original Matrix consisted of four (4) sub-clusters, seventeen (17) categories and eighty-seven (87) job titles. The revised Matrix consists of five (5) sub-clusters, eighteen (18) categories and ninety-nine (99) job titles.

A listing of the types of Health Occupations facilities surveyed, a copy of the original IHOE Matrix, copies of survey letters, data from all Job Title Surveys, a break down of all internal revisions and the revised IHOE Matrix can be found in Section C of the Appendix, which begins on page 51.

By late summer, the fifth objective, "to evaluate the results of the field test in order to establish the applicability of the curriculum to secondary students" was begun. The services of a qualified Health Occupations Education expert were procured, appropriate materials amassed and materials and instructions for evaluation sent to the expert. Materials sent included:

the Medication Aide Curriculum
the Summary of the 1978 Adult Field Test
the Summary of the 1979 Secondary Student Field Test

The Evaluation Report was received in the project office by mid fall and a copy of that report can be found on page 87 of the Appendix, Section D.

Work was begun on the fourth objective "to develop domain-referneced test(s) according to the developed SBVTE process for the medication aide job title" (ammended) "plus, domain-referenced test(s) for medical asepsis, cleaning, weighing and measuring" in the last quarter of the project. Initial steps were taken to understand the components of a domain-referenced test and the methods utilized to develop a domain-referenced test.

Once the DRT format was understood, the psycho-motor skills (tasks) of the Medication Aide Curriculum were reviewed and domains identified; there were four (4) identifiable domains in all for the Medication Aide Curriculum. Following the identification of the four domains, the project principal investigator developed the major components for each of the four DRT'S of the Medication Aide Curriculum. The major components of any DRT include:

1. task analysis guides of all tasks in a domain
2. identified content for each task analyzed
3. identified limits of all content
4. a sample domain-referenced test derived from the identified control limits

A DRT for each domain of the Medication Aide Curriculum (four in all) was completed by the end of the project year. Although the tasks for medical asepsis, cleaning, weighing and measuring were identified (two in all), due to intervening circumstances it was not possible to develop domain-referenced tests for those areas.

Copies of the four domain-referenced tests, including task analysis guides, content identification, content limits and sample DRT'S can be found in Appendix E which begins on page 97 .

VI ANALYSIS PROCEDURES

There were two major types of analysis procedures utilized for the project. The first analytic procedure pertained to the field testing of the Medication Aide Curriculum with secondary students. In order to analyze the effectiveness of the field test which was conducted simultaneously in four secondary Health Occupations sites, specific data was requested from each site. This data included:

1. the size of the community of the field test site
2. type of students- agency or program enrollee
3. total number of participating students
4. total number of students completing
5. age range of students
6. sex of students *
7. race of students *
8. socio-economic level of students *
9. academic background of students
10. number of class sessions held
11. average length of single class session
12. frequency of class sessions
13. future expectations of students

(* these items were not meant to be discriminatory, but were requested to assist with any revisions that may need to be made)

In addition to the specified data requested, evaluations from students and teachers were requested.

At the conclusion of the field test, all data and evaluation comments were compiled into a Summary Report. The Summary Report of the Secondary Student's Field Test along with the Medication Aide Curriculum and the Summary Report of the Adult Field Test of 1978 were sent to a Health Occupations Education expert for review and evaluation. The major purposes of the evaluation were to determine if secondary students could attain the competence level specified by the Medication Aide Curriculum and to explore the feasibility of requesting the alteration of the Indiana State Board of Health's entrance requirements, specifically high school diploma or GED.

Detailed information showing the results of the Secondary Student's Field Test can be found on pages 39 of Section B of the Appendix, whereas the Evaluation Report of the Health Occupations expert can be found on pages 89 of Section D of the Appendix.

The second analytic procedure pertained to the updating of the Indiana Health Occupations Education Cluster Matrix. The original IHOE Matrix had been developed in 1974-75 by a process in which the Dictionary of Occupational Titles and a study from the American Medical Association were used to identify Health Occupations vocational job titles. Job titles were sorted into sub-clusters, then the sub-clusters further sorted into categories. Task inventory questionaires were prepared for the IHOE categories and all job incumbents of each category were surveyed. Response from the questionaires was used as the criteria for the original IHOE Matrix.

In the intervening years since 1974-75, as other disciplines developed matrices, a more systematic approach to identifying job titles had been developed. A relatively foolproof job title survey format was devisd, according to Indiana State Board of Vocational and Technical Education stipulations. If being developed for the first time, the format of the survey is developed by leaders in the field to be surveyed. Overall divisions of the field are established and categories and general activities within the divisions identified. The format of the survey is then structured so that any employer of the given field can list the job title of all their employees and identify the per centage of time their employees spend in the various activities (space is provided for employers to add activities they feel have not been addressed). In this manner, when data is compiled from returned surveys, job titles, categories and sub-clusters of a given Matrix is definitely decided by the particular industry or discipline.

Based upon the sub-clusters and categories already established by the 1974-75 IHOE Matrix, work was begun to develop a survey tool for the purpose of adding or deleting job titles to/from the original Matrix. Due to the vastness of the Health Occupations field, it was not physically possible to include all of the sub-clusters in one format or survey tool. Various formats were considered, but the natural division of the sub-clusters proved to be the most feasible. Five (5) job title surveys were ultimately developed. Four(4) of the surveys coincided with the four sub-clusters of the original Matrix; the fifth survey was for a new sub-cluster under consideration for addition to the Matrix. The five job title surveys were disseminated throughout the State to a random sampling of twenty-two (22) varying types of health facilities (over 400 surveys in all). Each survey was accompanied by a letter of explanation, instructions for filling out the survey and an example survey.

When the compiled data from the returned job title surveys were reviewed, the IHOE Matrix was revised.

All forms used for analytical procedures of this project pertaining to the Secondary Student Field Test can be found in Section B of the Appendix, beginning on page 39 ; procedures and forms relevant to the revision of the IHOE Matrix can be found in Section C of the Appendix, which begins on page 51 .

VII FINDINGS

Through the strategies and procedures utilized to accomplish the objectives of the project (see Section III, page 1, Statement of Objectives) specific findings were ascertained.

With the completion of the first objective, it was established that;

1. The Health Occupations field in Indiana was supplied with a current list of vocational job titles; gainfully employed throughout the State.
2. The job titles were grouped in divisions that shared common skills and health occupations educators could better correlate teaching activities for their students as well as allow for greater lateral and vertical mobility within the Indiana Health Occupations Cluster and Matrix.
3. Newer methods of research were able to be correlated with past developmental research and thus prevent loss of valuable time, effort and monies.
4. The Health Occupations field was supplied with a tool that would enhance future efforts in the development of Performance-Based Vocational Education materials.

The second objective was deleted from the project.

By completing the third objective, the following findings were revealed;

1. An entrance route to the current Health Occupations job market, other than the traditional curriculum, was established, avoiding waste of time, effort and monies.
2. Secondary students were able to enter the Health Occupations job market as semi-skilled workers and were, thereby, able to find more meaningful recognition and monitary increase immediately (or shortly after) graduation.
3. Secondary students were able to demonstrate a competence level, needed in the health care field, which imparted improved care to many Indiana residents.
4. A pertinent Health Occupations Performance-Based program was satisfactorily completed by secondary students, as well as adult level students.

Completion of the fourth objective established the following;

1. Teachers utilizing basic domains of Medications Administration were provided with a method of developing additional domain-referenced tests. Using the same format but by manipulating test variables, test data can be changed.
2. Teachers utilizing basic domains of medications will be able to measure the learner's mastery of standards within the industry.
3. Teachers utilizing basic domains of medications will be assisted in deciding, with a great degree of accuracy, where to place students in a training cycle.
4. Teachers utilizing basic domains of medications will be able to predict students success in those given domains.

By completing the fifth objective, the major findings were that;

1. The Medication Aide Curriculum was extremely effective for those secondary students who completed as indicated by 100% passing rate of those who took the certifying examination.
2. Data of the field test did not really support the appropriateness of recommending that the Indiana State Board of Health modify their entrance requirements to consistently permit senior secondary students to enroll in the Medication Aide Curriculum. Further field testing, to attain additional information, should be conducted before a recommendation to the ISBH is made.

VIII EVALUATION

During the 1978 year of the Health Occupations project the full performance-based curriculum of thirty learning modules was evaluated, on specific forms, by 277 students and 25 teachers in twenty-two sites. With the large number of students, teachers and sites (in wide spread geographical locations) it was determined that the findings were extremely valid.

Student evaluation forms addressed vocabulary, content and value of the various components of the learning modules with space being allotted for additional comments and suggestions. Teacher evaluation forms were directed toward maintaining, modifying or rejecting various components of the learning modules. If teachers favored modification or rejection of various components, they were asked for comments concerning there proposed changes.

Since the findings of 1978 performanced-based curriculum evaluation were considered extremely valid. The purpose of this project's field test was to determine the ability of secondary senior students to satisfactorily complete the curriculum.

Of the 97 secondary programs in the state of Indiana, approximately one-fourth of the programs had all necessary conditions for field testing. Although one-fourth had the necessary conditions for field testing, only four wished to participate in the field test. All four sites felt their schedules were such that students would not have time for written evaluations of the curriculum and would, therefore, submit and overall evaluation of the curriculum upon completion.

Three of the four secondary sites were able to process students through the entire curriculum. One site, due to intervening circumstances, was unable to complete the Curriculum, but made arrangements for those students who were desirous of continuing to enter current adult programs at the exact level they had attained during the Secondary Student Field Test. 33% of all secondary students starting the Curriculum successfully completed it with 100% of those successfully completing the state qualifying examination.

The Secondary Student Field Test data was summarized and submitted to an outside Health Occupations Education expert for evaluation. The over-all evaluation supported the effectiveness of the Curriculum for completers, but indicated the field test was not totally conclusive.

Very few comments were received from participating students. No information was provided on reasons for noncompletion. Teachers of the Field Test did make comments and suggestions relative to revisions and modifications they deemed important for secondary students.

A general theme throughout the comments revealed that the amount of information contained in the curriculum seemed excessive for the time allotted. There were also indications that many of the secondary students had to adapt to the modular curriculum, which had the inherent requirement of a high degree of of self-direction on the part of the learner. It was suggested that a larger orientation to the modular approach might facilitate the adaption to the curriculum.

The Health Occupations Education expert did consider it reasonable to investigate the suitability of the curriculum for use with secondary health occupations programs as their was in accord with current concepts of accountablility and cost-effective educational programming. However, it was recommended that additional data, particularly from noncompleters of the curriculum, be attained in order to determine the full value of the curriculum with secondary students suggested data needed centered around difficulities noncompleters had with the curriculum (e.g. reading ability completing demands for time, energy etc) and personal factors that characterized differences and/or similarities between completers and noncompleters.

IX CONCLUSIONS AND RECOMMENDATIONS

In review of the 1979 Health Occupations Education project, it is noted that all but one of the projects five objectives were completed.

Following review of project reports, correspondence and minutes of the Advisory Committee it appeared that the major reason for the one objective not being completed was the lack of time to prepare all of the task surveys and materials needed to develop a computer program for the Health Occupations Matrix in order to retrieve and alter data when indicated. When the task surveys were prepared during the 1974-75 year of the Health Occupations Education project a rather simple format was utilized. However, the Indiana State Board of Vocational and Technical Education currently requires the V-TECS Task Survey method (which does render much more comprehensive data than the simple format used in 1974-75).

The revision of the Indiana Health Occupations Education Cluster Matrix should enhance the work of H.O. educators, but when time and finances permit the development of a computer program, permiting ability to retrieve and alter data and based on the tasks of the IHOE job titles would greatly increase the value of the Matrix.

The Field Test did prove effectiveness of an adult performance-based curriculum with secondary sutdents; however, it would seem that much could be learned from continued articulation studies between secondary and post-secondary and/or adult vocational Health Occupations programming.

The development of the domain-referenced tests does seem to offer many avenues to Health Occupations teachers, which include test variability, measurement of learner mastery, placement of students within a training cycle and prediction of students success. However, since these domain-referenced tests have not been field tested with Health Occupations students, it is strongly urged that this be done before the domain-referenced tests developed for this project are utilized to any great extent.

As a final recommendation in reference to this project and all Health Occupations projects since the first one in 1974-75, it is strongly urged that the research, development and implementation, completed through these efforts, be continued as soon as possible. Much time and monies have been invested, hopefully to the enrichment of Health Occupations Education and the recipients of that education throughout the State.

It is felt that future IHOE efforts could best be met through extensive In-Service Education of the Indiana Health Occupations educators to enable them to:

1. comprehend the IHOE project materials developed to date
2. utilize the IHOE project materials developed to date
3. continue to develop IHOE Materials in the performance-based methods established to date through cooperation and collaboration of HO educators throughout the State.

X FINANCIAL STATEMENT

The full finacial statement from the project will be submitted to the Indiana State Board of Vocational and Technical Education from the Business Office of Purdue University, West Lafayette, Indiana.

XI SUPPLEMENTAL AND APPENDIX MATERIAL

All products of this project are included in the Appendix of this report. All original copies of each product have been maintained in the office of the principal investigator and are available for printing upon demand from the Indiana State Board of Vocational and Technical Education. In order to easily identify the various products of the project, various sections of the Appendix have been established as follows:

Section A - Summary of Advisory Committee

Section B - Secondary Student's Field Test for Medication Aide Curriculum.

Section C - Summary of Job Title Survey and Health Occupations Education Cluster Matrix

Section D - Evaluator's Report of Secondary Student Field Test - Medication Aide Curriculum.

Section E. Domain - Referenced Tests For Medication Aide Curriculum.

XII Abstract

A. The Process/Product(s) to be adopted/adapted and delivered by this project are:

1. a revised Health Occupations Matrix
2. a Computer Program for the Health Occupations Matrix - (excluded 11-14-79)
3. a Summary Report (including evaluation) for the medication aide curriculum field test
4. Domain Referenced Test(s) for the medication aide job title
5. Domain Referenced Test(s) for medical asepsis, cleaning, weighing and measuring. (added 11-14-79)

B. The specific OBJECTIVES of the proposal were to:

1. review the current Health Occupations Matrix and update it in areas deemed essential
2. develop a Computer program for the Health Occupations Matrix in order to retrieve and alter data when indicated (excluded 11-4-79)
3. field test the developed medication aide curriculum in three (3) selected, current, secondary programs
4. develop Domain-Referenced Test(s) according to the developed SBVTE process for the medication aide job title (ammended 11-14-79) AMMENDMENT: "plus, domain referenced test(s) for medical asepsis, cleaning weighing and measuring."
5. evaluate the results of the field test in order to establish the applicability of the curriculum to secondary students

C. The PROCEDURES for achieving these objectives were:

1. The Health Occupations Matrix was revised by: developing and disseminating Job Title Surveys for the Health Occupations Sub-Clusters to determine feasibility of adding or deleting job titles to/from the 1974-75 Matrix; and compiling data from the returned Job Title Surveys. The HO Matrix was revised based on the compiled data of the surveys.
2. (excluded)
3. The developed medication aide curriculum was field tested by: selecting four secondary sites; conducting teacher training sessions for field test as needed; making a progress visit to each site of the field test, and collecting and compiling data from each field test site. A Summary Report was prepared from the data of the field test
4. The Domain-Referenced tests were developed by: structuring similar tasks into domains; analyzing tasks in each domain; identifying content for each task analyzed; identifying limits of all content; and deriving a sample domain referenced test from the identified control limits. A total of four DRT's were prepared for Health Occupations.
5. The field test results were evaluated by submitting the summary of this year's field test with secondary students, the summary of the 1978 field test with adult students and the Medication Aide Curriculum to an expert in Health Occupations Education for review and evaluation. A written report revealed that data did support the effectiveness of the Medication Aide Curriculum for completing secondary students as indicated by 100%

5. (cont'd)
rate of those who took the certifying examination. However, data did not conclusively support the appropriateness of requesting the Indiana State Board of Health to modify their entrance requirements for secondary students.

D. The expected OUTCOMES for or potential IMPACTS on vocational education are:

1. the revision of the Health Occupations Matrix will enable Health Occupations educators to better correlate teaching activities for their students.
2. (excluded)
3. the field test of the Medication Aide Curriculum with secondary students revealed: that secondary students could, enter the Health Occupation job market as semi-skilled workers with meaningful recognition and monetary increase upon graduation; and health care would have needed, qualified personnel.
4. the Domain Referenced tests provide several areas of Health Occupations with: tests, structured around the knowledge and skills of specific domaine, which can predict student success within a defined set of variables; methods of placing students within a specific training cycle; and methods of placing job encumbants in the current job market for one H.O. job title.
5. the field test evaluation provide evidence that; some adult vocational curriculum materials can be successfully completed by secondary students; and some secondary students can be job ready for a semi-skilled H.O. positions by graduation.

APPENDIX

SECTION A

SUMMARY OF ADVISORY COMMITTEE

SUMMARY

OF

THE ADVISORY COMMITTEE

The Advisory Committee of the 1979 year of the Health Occupations Education project was activated according to the stipulations of the proposal for the grant. The Advisory Committee consisted of the following members:

--- principal investigator- researcher
--- project director
--- project monitor
--- medication aide program state consultant
--- representative of the staff of Indiana State Board of Vocational and Technical Education
--- representative of HOPE, Inc.
--- a media specialist
--- computer programing specialist
--- domain-referenced testing specialist
--- 12 persons representing secondary, post. secondary and adult Health Occupations programs (both public and private)

There were four meetings of the Advisory Committee, held in March, May, August and November, of the project year. At each meeting the activities and products of the project were reviewed and evaluated. On the following pages can be found:

a copy of the initial letter of request to serve
roster of committee members
notification for each meeting
agenda of each meeting
minutes of each meeting
special memos to committee members

INDIANA HEALTH OCCUPATIONS EDUCATION
BOX 142, HUNTERTOWN, INDIANA 46748 (219) 637-6986 or (219) 482-5811

January 16, 1979

Dear

The Indiana State Board of Vocational/Technical Education has funded a project grant for Health Occupations Education curriculum development for 1979. The products to be developed are the following:

1. Revised health occupations matrix
2. Computer program for the health occupations matrix
3. Summary report for the medication aide module field test (for senior secondary students)
4. Domain referenced test(s) for the medication aide job title

As the aforementioned curriculum is developed, the expertise of you and others, in an advisory capacity, will be greatly needed. I am, therefore, asking you to serve on the Advisory Committee for this project. The Advisory Committee will meet four times during the year, in the Indianapolis area, with the tentative dates being:

March 8, 1979
May 17, 1979
August 16, 1979
November 15, 1979

If you will be able to serve in this capacity, please fill out the form below, detach and return to me by February 2, 1979. I am looking forward to having you join with us in this important endeavor.

Sincerely,
Phyllis J Bilger
Phyllis J. Bilger
Principal Investigator

_______ Yes, I would be able to serve in 1979 on an Advisory Committee for the Medication Aide Curriculum

_______ I could attend meetings on Thursdays with at least a four week advance notice

Make address corrections (if necessary) below:

____

____

____

Business Phone: _______________________

PROJECT
OF
INDIANA HEALTH OCCUPATIONS EDUCATION
ADVISORY COMMITTEE
1979

1. Phyllis M. Bayt, Director
Indiana Vocational Technical College
Health Occupations Programs
1315 E. Washington St.
Indianapolis, Indiana 46202
(317) 635-6100 Ext. 60

2. Madelyn Dreyer, Director
J. Everett Light Career Center
School of Practical Nursing
1605 E. 86th St.
Indianapolis, Indiana 46240
(317) 259-5277

3. Karen Fettig, H. O. Teacher
John H. Hinds Area Vocational School
RR#4 North 19th Street
Elwood, Indiana 46036
(317) 552-9881

4. Geralding Huber, Director
Kokomo School of Practical Nursing
Kokomo Consolidated School Corp.
2324 W. Jefferson Rd.
Kokomo, Indiana 46901
(317) 457-4153

5. Sandra Irwin, H. O. Teacher
Ben Davis Senior High School
1200 North Girls School Road
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(317) 244-7691 Ext. 403

6. Joanne Jones, H. O. Teacher
J. Everett Light Career Center
1901 East 86th Street
Indianapolis, Indiana 46240
(317) 259-5265

7. Doris Martin, H. O. Teacher
Fort Wayne Education Center
1200 S. Barr St.
Fort Wayne, Indiana 46802
(219) 743-0183

8. Sally Mathews, Media Specialist
Indiana Curriculum Materials Center
Indiana State University, T.A.W.
Terre Haute, Indiana 43803
(812) 232-6311 Ext. 5885

9. Dennis Osborn, Director
Computing and Data Processing Services
Room 204J, Kettler Hall
Indiana Univ.-Purdue Univ. @ Fort Wayne
2101 Coliseum Boulevard East
Fort Wayne, Indiana 46805
(219) 482-5816

10. Shirley Smalley, Researcher
New Castle Vocational School
801 Parkview Drive
New Castle, Indiana 47362
(317) 529-3503

11. Ruth Stanley
State Psychiatric Nursing Director
5 Indiana Square
Indianapolis, Indiana 46204
(317) 633-7526

12. Joyce Stevens, Director
School of Health Occupations
1900 Stringtown Road
Evansville, Indiana 47711
(812) 422-3279

13. Jeanette K. Tuttle
Staff Development
Community Hospital of Indianapolis
1500 N. Ritter
Indianapolis, Indiana 46219
(317) 353-5881

14. Nancy Walts, Instructor
School of Nursing
Marion College
Marion, Indiana 46952
(317) 674-6901 Ext. 265

15. Phyllis Bilger, Principal Investigator
Indiana Health Occupations Educ. Project
Box 142, Huntertown, Indiana 46748
(219) 637-6986 or (219) 482-5811

Ex-Officio:

1. Mary Holstein, Chief Consultant
   Health Occupations Education
   Indiana Department of Public Instruction
   Division of Vocational Education
   Room 229, State House
   Indianapolis, Indiana 46204
   (317) 927-0257

2. Edgar Hornback,
   State Coordinator of Supportive
   Services and Program Improvement
   Indiana State Board of Vocational
   and Technical Education
   401 Illinois Bldg.
   17 W. Market Street
   Indianapolis, Indiana 46204
   (317) 633-7673

3. Sara Morris, Consultant
   Medication Aide Program
   Indiana Department of Public Instruction
   Division of Vocational Education
   Room 229, State House
   Indianapolis, Indiana 46204
   (317) 927-0257

4. Dr. Warren Wilhelm, Director
   Continuing Education
   Indiana University-Purdue University @ Ft. Wayne
   2101 Coliseum Boulevard East
   Fort Wayne, Indiana 46805
   (219) 482-5811

PROJECT
OF
INDIANA HEALTH OCCUPATIONS EDUCATION
MARCH 8, 1979
IUPUI UNION BUILDING
9:30 A.M.

AGENDA

I. Call to Order

II. Introduction of Committee Members

III. Objectives of the Project

IV. Strategies and Time Line of the Project

V. Questions, Suggestions and Recommendations

VI. Assignments for Committee Members

VII. Next Committee Meeting
    A. Place ______________________________
    B. Date ______________________________
    C. Time ______________________________

PROJECT
OF
INDIANA HEALTH OCCUPATIONS EDUCATION
ADVISORY COMMITTEE MEETING

MARCH 8, 1979
IUPUI UNION BUILDING
INDIANAPOLIS, INDIANA

MINUTES

Present: Phyllis Bayt, Phyllis Bilger, Karen Fettig, Mary Holstein, Geraldine Huber, Sandra Irwin, Joanne Jones, Doris Martin, Sally Mathews, Sara Morris, Shirley Smalley, Joyce Stevens, Warren Wilhelm

Absent: Madelyn Dreyer, Edgar Hornback, Dennis Osborn, Ruth Stanley, Jeanette Tuttle, Nancy Walts

The first meeting of the 1979 Advisory Committee was called to order at 9:40 A.M. by the principal investigator, Phyllis Bilger; all committee members were introduced. Mrs. Bilger presented a short background of the Health Occupations Education projects since their inception in the 1974-75 year, with particular attention being given to the developmental process for performance-based student materials. A synopsis of the projects relevant to performance-based student materials include:

1974-75	Development of the H.O.E. Matrix
1975-76	Development of the Performance-Based Student Learning System
1976-77	Beginning of a Performance-Based Curriculum "Medication Aide"
1978	Completion of a Performance-Based Curriculum "Medication Aide"

The five major objectives for the 1979 project year were then presented by Mrs. Bilger. These objectives include:

1. Review and update the current HOE Matrix in areas deemed essential
2. Develop a computer program for HOE Matrix so data may be retrieved and altered when indicated
3. Field test the developed Medication Aide Curriculum in three selected current secondary programs
4. Develop a domain-reference test(s) for the Medication Aide
5. Evaluate the results of the field test in order to establish the applicability of the curriculum to secondary students

The strategies and time line of the project were reviewed. Mrs. Bilger stated that Objective #3, Field Test of the Medication Aide Curriculum, had started and was being conducted in four secondary programs, namely Central Nine at Greenwood, New Castle, Elwood and Fort Wayne. Students are currently taking the class and laboratory hours; some will take the practicum hours prior to graduation, others after graduation. Students completing successfully will take the final examination this summer (after their practicum). The committee members' assistance, particularly those directly affiliated with HOE programs, will be needed in the next few months for Objectives #1 and #2.

Copies of the HOE Matrix developed in 1974-75 were distributed along with samples from the "Animal Care" survey and a "Patient Care Services - Nursing Category" data sheet. Mrs. Bilger explained the basic structures of the Matrix, survey and data sheets. The meeting was then directed toward general review of the HOE Matrix. Questions, suggestions and recommendations were made by various members of the committee regarding possible job titles that should be considered for addition to the Matrix. Some members volunteered to obtain information needed to survey job incumbents employed in the capacity of the additional job titles. Mrs. Bilger mentioned that in the surveys for the original matrix, no responses were received for the job title, "Corpsman/ Clinical Corpsman"; it was also questioned as to whether the job title, "Ambulance Attendant" was still in use. Following a discussion, it was concluded that the job title, "Corpsman" should be re-surveyed and the job title, "Ambulance Attendant" investigated; if negative response is received relevant to either or both of these job titles, either one or both should be removed from the Matrix. Those committee members obtaining information for the Matrix should forward it to Mrs. Bilger.

Objectives #4 and #5 will primarily be Mrs. Bilger's responsibility. Dr. Bill West will oversee the development of the Domain-Reference Test and Mr. Dennis Osborn of the Computing and Data Processing Services for IU-Purdue at Fort Wayne will develop or oversee the development of the computer program. Mrs. Bilger will summarize the evaluations of the field test and submit the summary with the adult summary and a copy of the curriculum to a Health Occupations Curriculum Specialist for final evaluation.

It was agreed upon that the IUPUI Union Building was a satisfactory location for the Advisory Committee Meetings. The next meeting will be held there on May 17, 1979, at 9:30 A.M. The meeting was adjourned at 12:00 noon by Mrs. Bilger.

Respectuflly submitted,

Warren J. Wilhelm, Jr.,
Secretary by Appointment

INDIANA HEALTH OCCUPATIONS EDUCATION
BOX 142, HUNTERTOWN, INDIANA 46748 (219) 637-6986 or (219) 482-5811

March 20, 1979

MEMORANDUM

TO: Specified Advisory Committee Members
FROM: Phyllis Bilger, Principal Investigator Phyllis Bilger
RE: Update of Health Occupations Education Matrix

At our Advisory Committee Meeting on March 8, 1979, we discussed the addition of new vocational job titles to the Matrix. As we discussed the Matrix, there were at least fifteen (15) new job titles mentioned that need to be surveyed for possible addition to the Matrix. (After review, I found 30.)

I am requesting your assistance in obtaining whatever information possible regarding the psycho-motor skills performed for the job titles suggested for addition and possible places of employment. Please review the job titles listed on the following page and select one or more for which you have recent information or would be willing to obtain information; send anything you can find to me no later than April 30, 1979. I want to have surveys for these job titles ready for mailing no later than May 15, 1979.

Thank you for your assistance.

INDIANA HEALTH OCCUPATIONS EDUCATION
BOX 142, HUNTERTOWN, INDIANA 46748 (219) 637-6986 or (219) 482-5811

PROPOSED ADDITIONS - IHOE MATRIX

1.1 NURSING SERVICES

Enterostomy Technician
Intravenous Technician
Medication Aide
Medical Athletic Assistant
Mortuary Assistant
Paramedic
Treatment Aide

1.2 MENTAL HEALTH SERVICES

Activities Director
Art Therapy Assistant

1.31 DIAGNOSTIC SERVICES - LABORATORY

Phlebotomist

1.32 DIAGNOSTIC SERVICES - ELECTRONIC

Diagnostic Medical Sonographer
Myogram Technician

1.43 PHYSICAL REHABILITATION SERVICES - SPEECH & HEARING

Audiology Technician
Hearing Aide Audiologist
Speech & Hearing Therapy Aide/Asst.
Speech Therapy Technician

1.5 ANCILLARY SERVICES

Cardiac - Catheterization Technician
Central Service Technician

1.6 DIETARY SERVICES

Dietetic Assistant

2.1 DENTAL SERVICES - DIRECT

Dental Hygienist

3.1 MEDICAL - CLERICAL SERVICES - MEDICAL RECORDS

Medical Secretary

4.1 ANIMAL CARE SERVICES - NURSING

Veterinary Technician

5.1 PUBLIC HEALTH SERVICES - DIRECT

Family Health Assistant
Home Health Aide
School Health Aide

5.2 PUBLIC HEALTH SERVICES - INDIRECT

Biomedical Engineering Technician
Environmental Health Aide/Asst.
Environmental Health Technician
Pesticide Technician
Sanitarian Aide/Asst.

INDIANA HEALTH OCCUPATIONS EDUCATION
BOX 142, HUNTERTOWN, INDIANA 46748 (219) 637-6986 or (219) 482-5811

April 24, 1979

Dear

Enclosed you will find the Agenda for the next Advisory Committee Meeting to be held on Thursday, May 17, 1979, at IUPUI Union Building in the Conference Room at 9:30 a.m.; we will be finished by 12:00 noon.

I would greatly appreciate each member bringing a list of addresses, from your own community, for the following agencies or professional persons:

Dentists Who Utilize Hygienists In Their Offices

Funeral Homes Who Utilize Mortuary Assistants

Fire Departments or EMS Services Who Utilize
  Paramedics or EMT II's

Health Care Facilities Who Utilize:
  Treatment Aides
  Activities Directors
  Art Therapy Assistants

Laboratories (Hospital or Clinic) Who Utilize Phlebotomists

Hospitals Who Utilize: Cardiac -
  Catheterization Technicians
  Central Service Technicians

Agencies Who Utilize:
  Audiology Technicians
  Hearing Aid Audiologists
  Speech & Hearing Therapy Aide/Asst.
  Speech Therapy Technician

Schools Who Utilize:
  Medical Athletic Assistants
  School Health Aides

Veterinarians Who Utilize Veterinary Technicians

I'm looking forward to seeing you on May 17th.

Sincerely,
Phyllis J. Bilger
Phyllis J. Bilger, Principal Investigator
Project for Indiana Health Occupations Education

PROJECT

OF

INDIANA HEALTH OCCUPATIONS EDUCATION

May 17, 1979

IUPUI UNION BUILDING

9:30 A.M.

AGENDA

I. Call to Order

II. Project Objectives and Time Line
   A. Review
   B. Progress Report

III. Review of Proposed Additions/Deletions - IHOE Matrix

IV. Review of Prepared Surveys
   A. Mental Health Services
   B. Diagnostic Services - Laboratory
   C. Physical Rehabilitation Services - Speech and Hearing
   D. Ancillary Services
   E. Dietary Services
   F. Dental Services - Direct
   G. Medical-Clerical Services - Indirect
   H. Animal Care Services
   I. Public Health Services - Indirect

V. IHOE Role in VTECS
   A. Explanation of VTECS - Ed Hornback
   B. VTECS Survey Method - Nursing Services

VI. Survey Mailings

VII. Questions, Suggestions and Recommendations

VIII: Next Committee Meeting
   A. Place ______________________________
   B. Date ______________________________
   C. Time ______________________________

PROJECT
OF
INDIANA HEALTH OCCUPATIONS EDUCATION

MAY 17, 1979
IUPUI UNION BUILDING
INDIANAPOLIS, INDIANA

MINUTES

Present: Phyllis Bayt, Phyllis Bilger, Mary Holstein, Edgar Hornback, Geraldine Huber, Joanne Jones, Roger Lukens, Doris Martin, Sara Morris, Shirley Smalley, Ruth Stanley, Nancy Walts, Warren Wilhelm

Absent: Madelyn Dreyer, Karen Fettig, Sandra Irwin, Sally Mathews, Dennis Osborn, Joyce Stevens, Jeanette Tuttle

The meeting was called to order at 9:45 A.M. by Phyllis Bilger, principal investigator. Since some members had not been able to attend the first meeting, introductions of all present were made. Roger Lukens, of the Veterinary School of Medicine, Purdue University, was introduced as a guest of Mr. Hornback. Mrs. Bilger called for corrections, deletions or additions to the minutes of the previous meeting; the minutes stood approved as written.

The objectives and time line of the project were distributed and reviewed. Mrs. Bilger pointed out that the project is on schedule with the time line to date.

A listing of the proposed job title additions to the IHOE Matrix was distributed and discussed (see enclosure #1.) As the proposed additions were reviewed, Mrs. Bilger itemized the findings of the committee members as they pertained to the various job titles and the committee voted on those job titles that should be considered for surveying and the Matrix at this time. (A final listing of job titles to be surveyed and added to the Matrix has been drafted, with the exception of the Veterinary Services; see enclosure #2.)

Mrs. Bilger then distributed the surveys,developed to date, for the following areas:

1.31 Diagnostic Services - Laboratory
1.5 Ancillary Services
1.6 Dietary Services
2.1 Dental Services - Direct
3.1 Medical-Clerical Services - Medical Records
4.1 Animal Care Services - Nursing
5.2 Public Health Services - Indirect

When the sub-cluster of Animal Care was discussed, Dr. Roger Lukens was asked to address the Committee with his views and recommendations. Dr. Lukens recommended that (1) the Animal Care sub-cluster name be changed to Veterinary Services, (2) several of the job titles be changed to those more consistent with current job situations and (3) the principal investigator meet with the present Chairperson of the State Veterinary Association. All of Dr. Lukens' recommendations were taken under advisement.

Mrs. Bilger reported that while working with Dr. Bill West, Indiana PBVE Management System Specialist, it had been recommended that the job titles listed under Public Health Services-Direct (5.1), by virtue of the tasks involved, should be moved to Nursing Services (1.1); the committee concurred with this recommendation. (All the aforementioned surveys were structured like the surveys for the 1974-75 year of Project H.O.P.E.)

Before the presentation of the Nursing Survey, Mr. Ed. Hornback presented a report on the V-TECS surveying method. Mr. Hornback pointed out that the V-TECS method is used for in depth, proposive study relevant to the job incumbent. The V-TECS method includes an equipment list and the structuring of tasks into associated groupings or domains. Mrs. Bilger then distributed the partially structured Nursing Survey based upon the V-TECS method. She explained that the V-TECS method had been requested for all surveys; but due to the volume of job titles to be surveyed, it would only be possible to prepare one survey in the V-TECS manner. Review and discussion of the survey followed. The question was raised by some committee members as to why the V-TECS method had been requested. Mr. Hornback stated that a misunderstanding seemed to have arisen regarding the purpose of the surveys. Since the surveying is for Matrix purposes and Indiana has its own system for establishing a Matrix, Mr. Hornback asked Mrs. Bilger to consult with Dr. West on the Nursing Survey.

Committee members turned in mailing lists for the surveys and the next meeting date was established; that meeting is to be at 9:30 A.M., August 16, 1979, in the IUPUI Union Building.

The meeting was adjourned at 11:40 A.M.

Respectfully submitted,

Shirley Smalley /ac

Shirley Smalley
Secretary By Appointment

2 Enclosures

PROJECT
OF
INDIANA HEALTH OCCUPATIONS EDUCATION
ADVISORY COMMITTEE MEETING
August 16, 1979
IUPUI UNION BUILDING
9:30A.M.

AGENDA

I. Call to Order

II. Minutes of May Meeting

III. Explanation and Review of Matrix Job Title Surveys
    A. Patient Care Services
    B. Dental Care Services
    C. Medical-Clerical Services
    D. Veterinary (Animal Care) Services
    E. Public Health Services

IV. Project Objectives and Time Line
    A. Progress Report
    B. Proposed Changes

V. Domain Reference Testing
    A. Explanation
    B. Review of DRT's Proposed

VI. Evaluation of Medication Aide Curriculum for Secondary Students

VII. Questions, Suggestions and Recommendations

VIII. Next Committee Meeting
    A. Place ______________________________
    B. Date ______________________________
    C. Time ______________________________

INDIANA HEALTH OCCUPATIONS EDUCATION
BOX 142, HUNTERTOWN, INDIANA 46748 (219) 637-6986 or (219) 482-5811

Dear

The third Advisory Committee Meeting is to be held Thursday, August 16, 1979, at the IUPUI Union Building in the Conference Room, Mazzanine Floor, at 9:30 AM. (Check the daily schedule in case of last minute changes.)

I realize this meeting comes toward the end of a busy summer, but try to attend if at all possible. It has been necessary to make some changes in the objectives of the project and I would like to review these changes with you; see enclosed agenda.

I'm looking forward to seeing you on August 16th.

Sincerely,

Phyllis J Bilger

Phyllis J. Bilger, Principal Investigator
Project for Health Occupations Education

PJB:dw

Encl.

PROJECT
OF
INDIANA HEALTH OCCUPATIONS EDUCATION
AUGUST 16, 1979
IUPUI UNION BUILDING
MINUTES

Present: Phyllis Bilger, Mary Holstein, Sandra Irwin, Joanne Jones, Sally Mathews

Absent: Phyllis Bayt, Madelyn Dreyer, Edgar Hornback, Karen Fettig, Geraldine Huber, Doris Martin, Sara Morris, Dennis Osburn, Shirley Smalley, Ruth Stanley, Joyce Stevens, Jeanette Tuttle, Nancy Walts, Warren Wilhelm

The meeting was called to order at 9:55 A.M. by the principal investigator, Phyllis Bilger. The minutes of the May 17, 1979, were approved as read. Mrs. Bilger directed the committee's attention toward the agenda. She explained that due to the misunderstanding that had arisen at the last meeting relevant to the addition and/or deletions of the Health Occupations Education Matrix developed in 1974-75, a special clarification session was held with Dr. Bill West. Dr. West had shown Mrs. Bilger a new method being utilized by the Indiana State Board of Vocational and Technical Education for developing a job title matrix for any given vocational area. This new method consisted of a survey tool in which employers could list all personnel employed and identify the percentage of time spent in various types of work. Mrs. Bilger stated she had developed Job Title Surveys for the Health Occupations Sub-Clusters in order to determine the feasibility of adding or deleting titles from the 1974-75 Matrix. A copy of each of these Job Title Surveys was given to the Advisory Committee members.

The Job Title Surveys have been disseminated throughout the State to a random sampling of numerous health facilities. Types of facilities surveyed include: hospitals (general, psychiatric and V.A.), nursing homes, emergency care services, public health offices, mortuary establishments, high school and university athletic departments, mental health centers, special education centers, dentists, podiatrists, optometrists, veterinarians, physicians with clinics, audiologists, vocational rehabilitation centers and hearing aid dealers. Mrs. Bilger shared some of the data that has been compiled to date.

Although the data received to date is not totally compiled, formulative preparation has begun for updating the HOE Matrix. In reviewing the 1974-75 Matrix, Mrs. Bilger asked the committe to consider the following structural changes:

1. Arrange all job titles alphabetically within a given category
2. Change: Diagnostic 1.31, 1.32 and 1.33 to read: Diagnostic-Laboratory 1.31, Electronics 1.32, Radiology 1.33
3. Change: Physical Rehabilitation 1.41, 1.42, 1.44 to read: Rehabilitation-Physical 1.41, Rehabilitation-Respiratory 1.42, Rehabilitation-Ocular 1.44

4. Place the job title, Pulmonary Function Technician in both the 1.32 and 1.42 categories but replace the job title number in one of them with an asterisk and note this is the same job title with tasks divided almost equally between the two categories
5. Remove the word "Services" from all category titles
6. Change: categories 2.1 and 2.2 to read: Direct and Indirect only
7. Change the number of categories in Veterinary (animal care) Services sub-cluster to two and title them "Clinical" and "Clerical"
8. Add the Public Health Services Sub-Cluster with one category (for the present) titled, "Indirect"

The committee members felt that all suggestions for structural changes of the Matrix listed above should be adopted.

Following the discussion on structural changes for the Matrix, Mrs. Bilger directed attention to the project objectives and time line. She pointed out that in order to complete Objective #2, "to develop a computer program for the Health Occupations Matrix in order to retrieve and alter data when indicated", task surveys of all job incumbents on the Matrix would be necessary. According to the current ISBVTE method of task surveying, a V-TECS Task Survey would need to be prepared in one of the following manners:

1. a survey for each category and then synthesized for the HOE cluster
2. a survey for each sub-cluster and then synthesized for the HOE cluster
3. a survey for the entire HOE cluster

With only four months left of the project year, it is not possible to complete Objective #2. It was pointed out to the committee that since Objective #2 cannot be completed as stated, it is necessary to formulate a new objective and establish a product(s) other than a computer program.

Since a number of suggestions regarding content of a new objective and products have been proposed from various sources, it has been difficult to make a decision regarding the needed changes. Mrs. Bilger, therefore, gave the committee members a list of "Suggestions For Objective Changes" for review and recommendations; a lengthy discussion followed.

In order to fully understand the suggestions regarding Domain-Referenced Tests, an explanation of DRTs was given. Lists of the domains that will be prepared for the Medication Aide DRTs (see Objective #4) and lists of other domains generated from the Nursing Category that could be used for DRTs were distributed.

The committee members present made the following recommendations for a new objective and products:

1. write module #A-9-31, "Principles of Parenteral Injections" (this module is the only one not completed in a series of modules on medications)
2. field test modules A-9-31 and modules A-9-32 through A-9-35 (on preparation and administration of parenteral injections) in order to have a full set of modules (A-9-1 through A-9-35) that would be useful to various Health Occupations job titles beside the Medication Aide
3. prepare Domain-ReferencedTests for the modules on parenteral injections

In closing, it was reported that the Summary of the Field Test (see Objective #3) is almost finalized and will be sent with the 1978 Field Test Summary and the Medication Aide Curriculum to the outside evaluator, Dr. M. Milliken of the University of Georgia, by September 10, 1979.

The fourth meeting of the Advisory Committee will be held on Friday, November 6, 1979, at 9:30 A.M. in the IUPUI Union Building. The meeting was adjourned at 12:00 noon by Mrs. Bilger.

Respectfully submitted,

Phyllis Bilger

Phyllis Bilger,
Principal Investigator

INDIANA HEALTH OCCUPATIONS EDUCATION
BOX 142, HUNTERTOWN, INDIANA 46748 (219) 637-6986 or (219) 482-5811

August 21, 1979

MEMORANDUM

TO: Advisory Committee Members Unable to Attend the August 16, 1979 Meeting
FROM: Phyllis Bilger, Principal Investigator Phyllis Bilger
RE: Project Objective and Products Change

An objective and product(s) change must be made in the present project. Numerous suggestions have been made regarding the change(s). In order to facilitate the best interests of Health Occupations Education, it is desirous that as many committee members as possible offer their recommendations regarding objective and product changes.

Please review the minutes of the August 16, 1979, committee meeting, the list of "Suggestions For Objective Changes" and other materials enclosed; then fill out the lower portion of this sheet and return to me by September 3, 1979. Thank you.

- -

_____ I concur with the recommendations made by the committee members on August 16, 1979.

_____ I would recommend the following:

____

____

____

____

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____

Signature: ______________________ Date: ______________

PROJECT

OF

INDIANA HEALTH OCCUPATIONS EDUCATION

November 16, 1979

IUPUI UNION BUILDING

AGENDA

I. Call to Order

II. Minutes of August Meeting

III. Report of the Job Title Survey

    A. Patient Care Services

    B. Dental Care Services

    C. Medical-Clerical Services

    D. Veterinary (Animal Care) Services

    E. Public Health Services

IV. Review of the Revised IHOE Matrix

V. Review of the Secondary Student Field Test

VI. Review of the Outside Evaluation of Secondary Student Field Test

VII. Project Objectives and Time Line

    A. Changes

    B. Progress Report

VIII. Review of Completed Domain Referenced Tests

IX. Questions, Suggestions and Wrap Up

PROJECT

OF

INDIANA HEALTH OCCUPATIONS EDUCATION

NOVEMBER 16, 1979

IUPUI UNION BUILDING

MINUTES

Present: Phyllis Bilger, Mary Holstein, Geraldine Huber, Sandra Irwin, Joanne Jones, Doris Martin, Sally Mathew s, Sara Morris

Absent: Phyllis Bayt, Madelyn Dreyer, Edgar Hornback, Karen Fettig, Dennis Osburn, Shirley Smalley, Ruth Stanley, Joyce Stevens, Jeanette Tuttle, Nancy Walts, Warren Wilhelm

The final meeting of the Advisory Committee was called to order by Phyllis Bilger at 9:45a.m. Joanne Jones motioned and Doris Martin seconded that the minutes of the August 16, 1979 meeting be approved as read, all agreed.

Mrs. Bilger summarized the work completed for the project to date. Copies of the following products were distributed to all members present:

1. Patient Care Services Job Title Survey Report
2. Dental Care Service Job Title Survey Report
3. Medical-Clerical Services Job Title Survey Report
4. Veterinary Services Job Title Survey Report
5. Revised Indian Health Occupations Education Matrix
6. Summary of the Secondary Student Field Test
7. Outside Evaluation Report of Secondary Student Field Test

Committee members reviewed each product briefly. Mrs Bilger pointed out that there was a total of 87 job titles listed on the original IHOE MATRIX. The revised Matrix was distributed and the following changes noted (based on this year's job title survey):

1. five job titles were removed from the original matrix
2. one job title appearing in two categories in the original matrix, was re-numbered so that it carried only one number
3. four job titles were combined to make two
4. twenty new job titles were added to the matrix

These changes make a total of 99 job titles for the revised IHOE Matrix.

A summary of the Medication Aide Field Test with Secondary Students along with copies of the outside evaluation of the Field Test were then given

39

to committee members. Due to the lack of time to study the Field Test and Evaluation reports, committee members asked Mrs. Bilger to summarize the significant findings of each report. Mrs. Bilger asked committee members to quickly examine the Composite Field Test Data Sheet on page 5 of the Field Test Summary and the Summary page of the Evaluation. The essence of the evaluation was that the data did support effectiveness of the curriculum for completion but was not conclusive enough to justify requesting the Indiana State Board of Health to modify entrance requirements to permit secondary students to enroll in the Medication Aide Curriculum.

When the project objectives and time line were reviewed, Mrs. Bilger stated that the changes recommended by the Advisory Committee (see August Minutes) had not been approved; it had, therefore, been necessary for her to submit a second proposal for alterations. The new alterations were as follows:

1. exclude the present objective (#2) relevant to the computerized matrix process
2. amend present objective (#4) relevant to the development of DRT(s) for the medication aide to read:

"to develop Domain Referenced Test(s) according to the developed SBVTE process for the Medication Aide job title" plus "Domain Reference Test(s) for medical asepsis, cleaning, weighing and measuring:

The second proposal was approved. Much discussion followed the report on the objective changes. Although the first proposal for changes was not approved there were those committee members that indicated they had a need for the products suggested in the August meeting and felt SBVTE should be appraised of their concern.

The remaining time of the meeting was spent reviewing one of the completed DRT'S for the Medication Aide curriculum. Mrs Bilger distributed copies for the Domain "Prepare Oral Medication For A Patient".

The major components of any DRT include:

1. Task analysis guides of all tasks in the domain
2. Identified content for each task analysis which include
   a. cognitive knowledge for the entire domain
   b. psycho-motor skills for the entire domain
   c. cognitive knowledge specific to a task in the domain
   d. psycho-motor skills specific to a task in the domain
3. Identified limits of all content
4. A sample domain referenced test derived from the identified control limits

Three DRT's for the Medication Aide have been completed. The fourth DRT for the Medication Aide; DRT's on medical asepsis, cleaning, weighing and measuring; and the final report will be completed by the end of the year.

Committee members were thanked for their time and support of the project throughout the year. The meeting was adjourned at 12:00 noon.

Respectfully submitted,

Sara Morris/PB

Sara Morris
Secretary Pro Tem

41

APPENDIX

SECTION B

SECONDARY STUDENT'S FIELD TEST

FOR

MEDICATION AIDE CURRICULUM

SUMMARY
OF
SECONDARY STUDENTS' FIELD TEST
FOR
MEDICATION AIDE CURRICULUM

Field testing for the purpose of evaluation of the learning content of the Medication Aide Curriculum was conducted in the summer of 1978 (see final report of Project #88-78-III-35 and 67-77-III-23). The Medication Aide Curriculum was originally developed to meet a critical need for the Indiana State Board of Health. The ISBH established criteria for any facility offering the Medication Aide Curriculum. The criteria consisted of the following points:

1. all students were to be high school graduates or have a G.E.D.
2. all students were to have had at least three months' experience in a health care facility
3. all classes were to be comprised of a minimum of 10 and a maximum of 20 students
4. all teachers were to be R.N.s and were to attend the Teacher Training Session(s) for the Curriculum
5. all sites must complete the curriculum during the established time limits

All Health Occupations Education Materials developed by the projects to date have been prepared with the premise that they should be made available to as many vocational students as possible, whether secondary, post-secondary or adult. Due to ISBH's stipulation that all students taking the Medication Aide Curriculum were to be high school graduates or have a G.E.D., special permission was requested of ISBH to permit selected twelfth grade students with at least three months' experience in a health care facility to take the Curriculum. It was further requested that the Secondary Student Field Test could be comprised of less than ten students (due to the number of diversified programs and the varied interest of the secondary students). All students successfully completing the classroom work and the practicum were to be permitted, upon graduation, to sit for the State qualifying examination.

The Indiana State Board of Health granted the request, and a total of four secondary Health Occupations sites were finalized for inclusion in the field test. Each field test site was responsible for selecting its own students, based upon the interest of the students and the evaluation of their abilities by secondary teachers.

Four registered nurses who were also conditionally or provisionally certified as secondary Health Occupations teachers were the primary teachers for the Secondary Students' Field Test of the Medication Aide Curriculum. Two of the primary teachers were qualified to teach the Medication Aide Curriculum in 1978; the other two teachers were given the official Teacher Training Sessions. All necessary materials were disseminated to the primary teachers or to the secondary sites.

In order to run the field tests as concurrently as possible at the four secondary sites, it was determined that the Curriculum would be taught in the second semester of the 1978-79 school year. Completion of the practicum portion of the Curriculum was to be done during the second semester or within the first month following graduation, depending upon the desires of the health care facilities in which the students were receiving their extended laboratory or cooperative experiences.

Three of the four secondary sites were able to process students through the entire Curriculum during the second semester of the 1978-79 school year, with two of those three completing the practicum experience within a month of graduation. One site, due to intervening circumstances, was unable to complete the classroom portion of the Curriculum. Arrangements were made, however, for those students who were desirous of continuing the Curriculum to enter current adult programs at the exact level they had attained in the Secondary Student Field Test.

Statistics of participants at the four sites included the following:

4 - Primary Teachers
37 - Students
9 - R.N. Observers
7 - Health Care Facilities

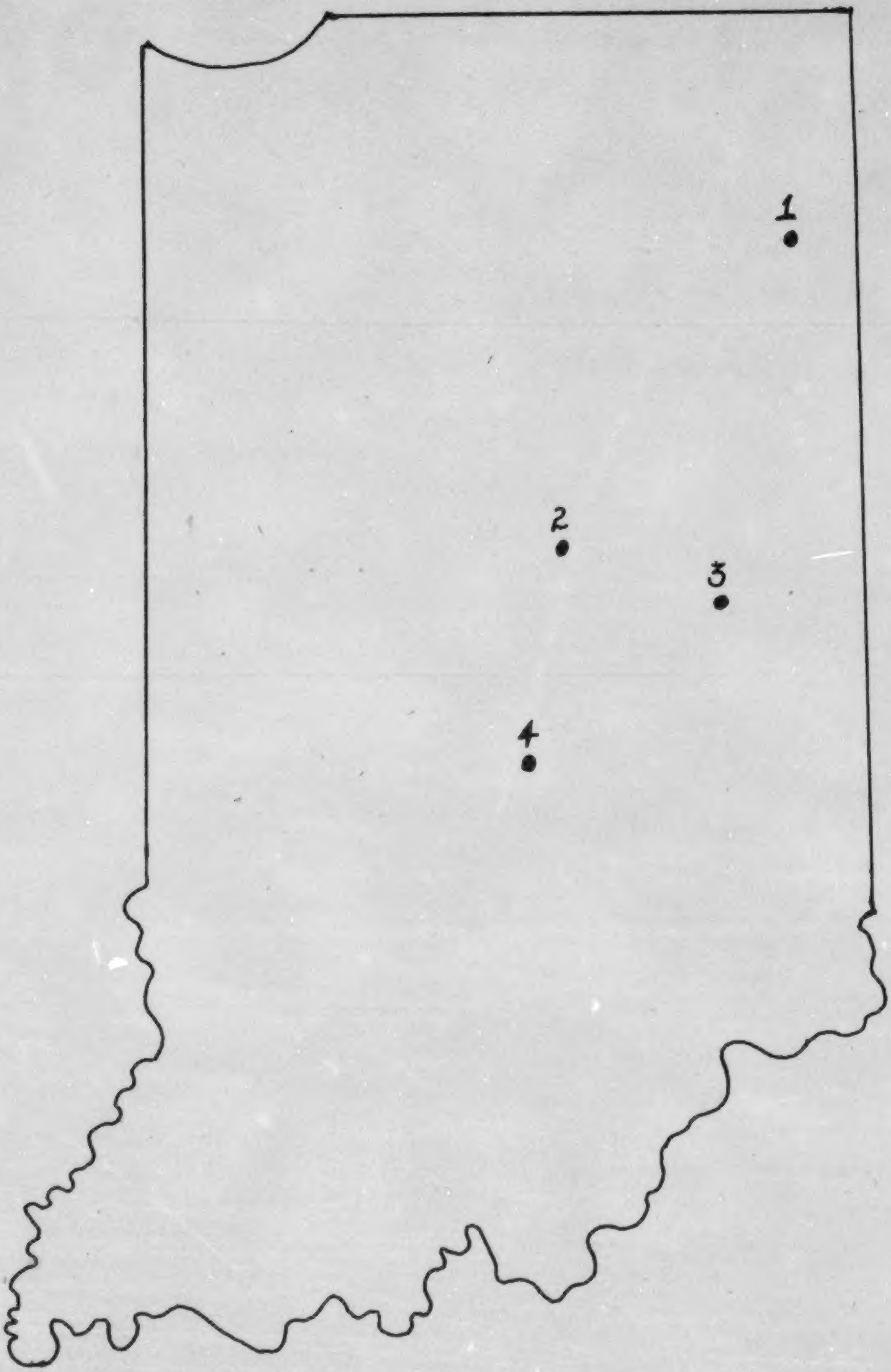
Tabulations revealed that twelve (12) or 32% of all secondary students starting the Medication Aide Curriculum successfully completed it. Eleven (11) of those who successfully completed the Curriculum took the State qualifying examination, and all (100%) passed the examination. (As a point of interest, at least fifteen (15) of the students who started the field test are registered with advanced nursing programs; some had to drop due to schedule demands.)

Evaluations from students and teachers were reviewed and data compiled. The data will be utilized to determine the feasibility of requesting an alteration of the ISBH education requirement to include interested twelfth grade Health Occupations students.

On the following pages can be found:

1. a map showing the geographical location of the field test sites
2. a field test data sheet showing the pertinent statistics from each field test site
3. a list of the primary teachers of the field test
4. a list of the field test sites
5. a list of the R.N. observers
6. a list of the participating health care facilities
7. summary of student comments for individual modules
8. summary of teacher comments for individual modules
9. summary of student general comments of the curriculum
10. summary of teacher general comments of the curriculum

SECONDARY STUDENTS' FIELD TEST SITES



FOR

MEDICATION AIDE CURRICULUM

COMPOSITE
OF
SECONDARY STUDENTS'
FIELD TEST DATA SHEETS

DATA		SITE NO. 1	SITE NO. 2	SITE NO. 3	SITE NO. 4
SIZE OF COMMUNITY		245,000	12,000	20,000	14,000
TYPE OF STUDENTS	AGENCY WORKER	--	--	--	--
	PROGRAM ENROLLEE	X	X	X	X
TOTAL NO. OF STUDENTS		8	10	5	14
NO. OF STUDENTS COMPLETING		Inc.	5	2	5
AGE RANGE OF STUDENTS		17-18	17-18	18	17-20
SEX OF STUDENTS* (%)	FEMALE	100%	100%	100%	100%
	MALE	--	--	--	--
RACE OF STUDENTS* (%)	CAUCASIAN	100%	100%	100%	100%
	NEGRO	--	--	--	--
	OTHER	--	--	--	--
(GENERALIZATION) SOCIO-ECONOMIC LEVEL*		MIDDLE	LOW MIDDLE	LOW MIDDLE	MIDDLE
ACADEMIC BACKGROUND (AVERAGE)		2nd SEM. HI. SCH. SENIORS	2nd SEM. HI. SCH. SENIORS	2nd. SEM. HI. SCH. SENIORS	2nd. SEM. HI. SCH. SENIORS
NO. OF CLASS SESSIONS HELD		16 PLANNED 12 HELD	27	13	19
AVERAGE LENGTH OF SINGLE CLASS SESSION		2-2½ HRS.	1½ HRS.	3 HRS.	2½ HRS.
FREQUENCY OF CLASS SESSIONS		WEEKLY	2X WK.	2X WK.	WEEKLY
FUTURE EXPECTATIONS OF STUDENTS		WORK ADV. & HIGHER ED.	WORK ADV. & HIGHER ED.	HIGHER ED.	WORK ADV. & HIGHER ED.

* THESE ITEMS WERE NOT MEANT TO BE DISCRIMINATORY, BUT WERE REQUESTED TO ASSIST WITH ANY REVISIONS THAT MAY NEED TO BE MADE

SECONDARY STUDENTS' FIELD TEST

PRIMARY TEACHERS

Most of the primary teachers who participated in the field test had obligations to other secondary Health Occupations students not involved with the Medication Aide Curriculum. For them, this field test meant extra time and effort. A very special thank you and heartfelt appreciation is extended to them for their willingness and persistence. Primary teachers involved in the field test included:

1. Bilger, Phyllis
2. Contreras, Marilyn
3. Ericson, Larradine
4. Fettig, Karen

FIELD TEST SITES

The Medication Aide Curriculum was field tested in four separate secondary Health Occupations programs. Each of these four programs are housed in school corporations with vocational areas or centers. In appreciation for their efforts on behalf of the field test, recognition, by name, is extended to them. The four vocational schools or centers include:

1. Central 9 Vocational School
2. Fort Wayne Regional Vocational Center
3. John H. Hinds Vocational School
4. New Castle Area Vocational Center

R.N. OBSERVERS

Although the major responsibility of instruction rested with the primary teachers, it was impossible for them to observe all students during the practicum. Sincere thanks is extended to the following registered nurses who participated in the observation of students for the practicum:

1. Cunningham, Carolyn
2. Fettig, Karen
3. Kelly, Deanna
4. MacMurray, Gene
5. Masterson, Terri
6. Perry, Cindy
7. Simms, Roma
8. Smith, Cindy
9. Smith, Marilyn

HEALTH CARE FACILITIES

Without the support of participating health care facilities that permitted twelfth grade Health Occupations students to practice nursing skills on their premises, this field test would not have been possible. Therefore, much thanks is extended to the following health care facilities:

1. Beech Grove Healthcare Center
2. Dickey's Nursing Home
3. Indiana Masonic Home
4. Methodist Home
5. New Castle Healthcare Center
6. South Side Healthcare Center
7. Tipton Nursing Home

SUMMARY OF STUDENT COMMENTS ON INDIVIDUAL MODULES

A-9-2
Pictures confusing

A-9-4
Confused by Roman numerals

A-9-11 through A-9-22
Medications for body systems and special areas - was time consuming to do studies, but were helpful

Instead of looking up so many meds, have specified ones to learn

A-9-23 & A-9-24
Think medications to prepare and administer should have more heart medications included

SUMMARY OF TEACHER COMMENTS ON INDIVIDUAL MODULES

A-9-2
Are all effects of medications necessary to curriculum?

A-9-3
On resource books - leave out other books other than P.D.R.

Local pharmacist set up medications - a few medications no longer available

A-9-4
Difficulty sorting out systems of measurement

A-9-6
Not used to making observations - charting difficult

A-9-12
Anesthetics - Ether and Cyclopropane seem outmoded

A-9-23, A-9-24 & A-9-25
It might be more beneficial if preparation and administration of Schedule II and III medications were taken out of A-9-23 and A-9-24 and put in with A-9-25

SUMMARY OF STUDENT GENERAL COMMENTS OF THE CURRICULUM

Medications and side-effects difficult to learn due to lack of familiarity

Tremendous amount of information for amount of time of curriculum

Body structure and functions not too difficult because of previous background

State exam on medications and side-effects were difficult - not enough emphasis on these meds in modules

Liked the module method of instruction

Felt course was rushed for time span

Not enough time

Too much material in period of time

So used to modules that curriculum was no problem

Didn't care much for the legal parts of curriculum

SUMMARY OF TEACHER GENERAL COMMENTS OF THE CURRICULUM

Questioned the 20 hour time span of practicum - why not 16 or 24 hours?

Students not going on to higher levels and were to be working in nursing homes - worked harder at curriculum. Most mediocre students did better than more scholastic based students.

Several extra hours were given toward review for the state exam - seemed needed to help prepare

Students had to work through 3-4 modules before catching on to testing - once realized that objective spelled out what they needed to know, they did well on modular tests

Students had to do a lot of work on their own to finish

Pressure was such that I felt I didn't do a good job

Teacher's manual very helpful - able to follow each module without problem

APPENDIX

SECTION C

SUMMARY
OF
JOB TITLE SURVEY
AND
HEALTH OCCUPATIONS EDUCATION CLUSTER MATRIX

SUMMARY
OF
JOB TITLE SURVEY
AND
HEALTH OCCUPATIONS EDUCATION CLUSTER MATRIX

In 1974-75, the first year of five in research projects for Indiana Health Occupations Education, it was determined that some form of clustering structure of vocational job titles for curriculum planning needed to be developed. After various schemes were studied, it was determined that a seven-dimensional matrix would best meet IHOE's training needs. The matrix that was developed provided for a curriculum framework that included:

1. administrative flexibility, feasibility and viability;
2. open-endedness so that new or emerging occupations might be added;
3. grouping of job titles by function and skills required;
4. grouping of job titles by locus of performance;
5. task identification by job title;
6. core competency identification; and
7. mutually exclusive job title group assignment

In the original matrix, eighty-seven specific vocational job titles in the health occupations field were identified by an Advisory Committee which utilized the Dictionary of Occupational Titles and a study from the American Medical Association in the identification process. The identified eighty-seven job titles were then sorted into four sub-clusters; the sub-cluster divisions contained job titles related by known major competencies. The sub-clusters did not define the area in terms of all jobs available but did seem to provide an initial definition of the field and allow for an organized foundation and administrative structure.

The second sorting of job titles, within the four sub-clusters, was by categories. The categories were more specific and tended to designate possible training programs in which jobs were closely related by many competencies, area of work, vocabulary and equipment used. These categories also provided a rationale for the arrangement of teaching facilities, equipment and supplies.

Verification of the job titles, as listed on the Matrix, was made by surveying job encumbents with task inventory questionnaires. Seventy-six of the eighty-seven job titles were verified by the task inventory questionnaires. There was no response from ten job titles and one job title, placed in two categories by virtue of diversified task duties, was inadvertently numbered in each category.

Even though the IHOE Matrix developed in 1974-75 was not as conclusive as it might have been, it was able to be utilized by many educators for various facets of health occupations curriculum planning.

Since 1974-75, lack of time and personnel had not permitted a full review of the IHOE Matrix in order to establish a more conclusive cluster. In addition to an inconclusive list of job titles, consideration needed to be given to new and emerging vocational job titles in the health occupations field. It was, therefore, deemed appropriate to review the entire IHOE Cluster Matrix and revise or update it as indicated.

Health Occupations had been the first Indiana vocational discipline to develop a Cluster Matrix. In the intervening years since 1974-75, as other disciplines developed matrices, it became necessary to develop a more systematic approach to identifying job titles. After considerable study, a relatively foolproof job title survey format was devised for usage by all Indiana Board of Vocational and Technical Education funded projects. (The format is one in which employers list all personnel employed and identify the percentage of time spent in various types of work.) The newly devised job title survey format was, therefore, incorporated into the updating of the IHOE Matrix.

Based upon the sub-clusters and categories already established by the 1974-75 IHOE Matrix, work was begun to develop a survey tool for the purpose of adding or deleting job titles to the original matrix. Due to the vastness of the health occupations field, it was not physically possible to include all of the sub-clusters in one format or survey tool. Various formats were considered, but the natural division of the sub-clusters proved to be the most feasible. Five job title surveys were ultimately developed and included the following areas:

1. Patient Care Services Survey
2. Dental Care Services Survey
3. Medical-Clerical Services Survey
4. Veterinary Services Survey
5. Public Health Services Survey

The first four surveys listed above coincide with the four sub-clusters of the original Matrix (Veterinary Services being the new name for Animal Care Services). The fifth survey was for a new sub-cluster under consideration for addition to the Matrix. Following their development, the five job title surveys were then disseminated throughout the State to a random sampling of the following health facilities:

Dentists Who Utilize Personnel In Their Offices
Physicians Who Utilize Personnel In Their Offices
Podiatrists Who Utilize Personnel In Their Offices
Optometrists Who Utilize Personnel In Their Offices
Veterinarians Who Utilize Personnel In Their Offices
Audiologists Who Utilize Personnel In Their Offices
Emergency Medical (Care) Services
Public Health Agencies - Certified
Mortuary Establishments
Vocational Rehabilitation Centers - Certified
Special Education Centers
Hearing Aid Dealers
High School Athletic Departments
University Athletic Departments
Veterans' Administration Hospitals
Psychiatric Hospitals
Mental Health Centers - Certified
Small Nursing Homes - fewer than 100 beds
Medium-Sized Nursing Homes - 100-199 beds
Large Nursing Homes - 200+ beds
Small Hospitals - fewer than 100 beds
Medium-Sized Hospitals - 100-199 beds
Large Hospitals - 200+ beds

Each survey was accompanied by a letter of explanation, instructions for filling out the survey and an example survey.

While awaiting the data from the surveys to be returned and compiled, the original IHOE Matrix was scrutinized for necessary structural changes. It was established that the original format for the Matrix should be retained. However, to better facilitate understanding and usage of the Matrix, the following internal revisions needed to be made:

1. All job titles be arranged alphabetically within a given category
2. Titles of the Diagnostic categories, 1.31, 1.32 and 1.33 be changed to read: Diagnostic-Laboratory 1.31, Diagnostic-Electronics 1.32 and Diagnostic-Radiology 1.33
3. Titles marked Physical Rehabilitation 1.41, 1.42 and 1.44 be changed to read: Rehabilitation-Physical 1.41, Rehabilitation-Respiratory 1.42 and Rehabilitation-Ocular 1.44. A new category, Rehabilitation-Speech, Language and Hearing, 1.43, needed to be added
4. The job title, Pulmonary Function Technicians, found in 1.32 and 1.42 be retained in both but receive a job title number in the 1.32 category only; an asterisk be placed behind the job title and a notation be added, "job title has approximately 50% tasks in both category 1.32 and 1.42"
5. The categories, Direct Patient Contact, 2.1 and Indirect Patient Services, 2.2, be changed to Direct 2.1 and Indirect 2.2

6. The job titles, Ward Unit Clerk and Ward Secretary in category 3.2 be combined into one job title, Ward Clerk/Ward Secretary
7. The title of Animal Care Services Sub-cluster be changed to Veterinary Services; the number of categories in Veterinary Services Sub-cluster be changed from three to two and titled, "Clinical" 4.1 and "Clerical" 4.2; the job titles, Receptionist and Recordkeeper in the original 4.3 be combined to read: Receptionist/Recordkeeper
8. The word, "Services" removed from all category titles
9. The Public Health Services Sub-cluster be added to the Matrix with one category (for the present) entitled, "Indirect"

All of the aforementioned revisions were incorporated into the revised Matrix.

When the compiled data from the returned job title surveys was reviewed, it became evident that:

1. the following job titles should be deleted from the original Matrix in:

   Patient Care Services
   1.1 Nursing - Corpsman/Clinical Corpsman
   1.5 Ancillary - Orthopedic Cast Specialist

   Veterinary Services
   4.1 Nursing - Groomer
   4.2 Diagnostic - Veterinary Lab Assistant
   (original matrix) - Veterinary XRay Assistant

2. the following job titles should be added to the revised Matrix in:

   Patient Care Services
   1.1 Nursing - EMT II/Paramedic
   - Medication Aide
   - Treatment Aide
   1.2 Mental Health - Activities Director
   - Art Therapy Aide
   1.31 Diagnostic-Laboratory - Phlebotomist
   1.41 Rehabilitation-Physical - Medical Athletic Assistant/Trainer
   1.43 Rehabilitation-Speech, Language & Hearing - Communications Aide/Speech Pathology Aide
   - Hearing Aide Specialist
   1.5 Ancillary - Biomedical Engineering Technician
   - Cardiac Catheterization Technician
   - Central Service Technician
   1.6 Dietary - Dietetic Assistant/Food Supervisor

   Dental Care Services
   2.1 Direct - Dental Hygienist

   Medical-Clerical Services
   3.1 Medical Records - Medical Secretary/Office Manager

   Veterinary Services
   4.1 Clinical (revised matrix) - Veterinary Technician

   Public Health Services
   5.1 Indirect - Environmental Health Aide
   - Environmental Health Technician
   - Pesticide Technician
   - Sanitarian Aide

All the job titles listed above were deleted from or added to the revised Matrix as indicated.

On the succeeding pages can be found:

1. the original Indiana Health Occupations Cluster Matrix
2. the introductory letter, instructions and example for the Patient Care Services Survey
3. the introductory letter, instructions and example for the Dental Care Services Survey
4. the introductory letter, instructions and example for the Medical-Clerical Services Survey
5. the introductory letter, instructions and example of the Veterinary Services Survey
6. the introductory letter, instructions and example of the Public Health Services Survey
7. the Patient Care Services Survey data
8. the Dental Care Services Survey data
9. the Medical-Clerical Services Survey data
10. the Veterinary Services Survey data
11. the Public Health Services Survey data
12. the revised Indiana Health Occupations Cluster Matrix

Sub Cluster	Category	Job Title	Task	Category CORE	Sub Cluster CORE	Clust[illegible] CORE
Patient Care Services	Nursing Service (1.1)	1. Registered Nurse 2. L.P.N./L.V.N. 3. Nurse Aide/Attendant 4. Geriatric Technician 5. Orderly 6. Corpsman/Clinical Corpsman 7. Burn Unit Technician 8. Pediatric Technician 9. Homemaker/Home Health Aide 10. Emergency Medical Technician 11. Cardio-Polmonary/Cardio-Vascular Technician 12. Obstetrical Technician 13. Ambulance Attendant	Task Inventories Available for each Job Title	Tasks Common to Nursing Service Category	Tasks Common to Patient Care Services Sub Cluster	Tasks Common to Heal[illegible] Occupations Education Cluster
	Mental Health (1.2)	14. Mental Health Technician 15. Mental Health Assistant 16. Mental Retardation Technician 17. Mental Retardation Aide/Assistant 18. Psychiatric Technician 19. Psychiatric Aide/Assistant 20. Certified Occupational Therapy Assistant 21. Occupational Therapy Aide 22. Recreational Therapy 23. Recreational Therapy Aide/Assistant 24. Music Therapist Aide 25. Drama Therapist Aide	"	Tasks Common to Mental Health Category		
	Diagnostic (1.31)	26. Certified Laboratory Assistant 27. Medical Laboratory Technician 28. Laboratory Aide 29. Cytotechnologist 30. Histologic Technician 31. Diener	"	Tasks Common to Diagnostic Category		
	Diagnostic (1.32)	32. Electro-cardiograph Technician 33. Electro-encephlegraphic Technician 34. Pulmonary Function Technician	"	"		
	Diagnostic (1.33)	35. Radiological Technologist 36. Registered Radiation Therapy Technologist 37. Radiologic Department Aide 38. Dark Room Aide/Assistant 39. Nuclear Medical Technologist	"	"		
	Physical Rehabilitation (1.41)	40. Physical Therapy Assistant 41. Physical Therapy Aide/Orderly 42. Ortho/Prosthetic Technician 43. Ortho/Prosthetic Assistant 44. Podiatric Assistant	"	Tasks Common to Physical Rehabilitation Category		
	Physical Rehabilitation (1.42)	45. Certified Respiratory Therapy Technician 46. Respiratory Therapy Aide 47. Pulmonary Function Technician	"	"		
	Physical Rehabilitation (1.44)	48. Ophthalmic Lab Technician 49. Optometric Technician 50. Optometric Assistant	"	"		
	Ancillary (1.5)	51. Urologic Physician's Assistant 52. Operating Room Technician 53. Surgical Aide/Assistant 54. Central Service Aide/Assistant 55. Orthopedic Physician's Assistant 56. Circulation/Extra Corporeal Technician 57. Hemodialysis Technician 58. Orthopedic Cast Specialist 59. Pharmacy Aide/Technician 60. House Keeping Worker	"	Tasks Common to Ancillary Category		
	Dietary (1.6)	61. Dietetic Aide 62. Dietary Technician	"	Tasks Common to Dietary Category		

EDUCATION CLUSTER MATRIX 1974-75

S[illegible]luster	Category	Job Title	Task	Category CORE	Sub Cluster CORE	Cluster CORE
Dental Care Services	Direct Patient Contact (2.1)	63. Dental Assistant 64. Oral Surgery Dental Assistant 65. Orthodontic Dental Assistant 66. Pedadontic Dental Assistant 67. Endodontic Dental Assistant 68. Expanded Duties Dental Assistant	Task Inventories Available for each Job Title	Tasks Common to Direct Patient Contact Category	Tasks Common to Dental Care Services Sub Cluster	Tasks Common to Health Occupations Education Cluster
	Indirect Patient Services (2.2)	69. Dental Receptionist 70. Dental Laboratory Technician	"	Tasks Common to Indirect Patient Services Category	Tasks Common to Dental Services Sub Cluster	
Medical and Clerical Services	Medical Records Services (3.1)	71. Medical Transcriber 72. Medical Stenographer 73. Medical Dental Secretary 74. Medical Librarian Assistant 75. Medical Records Clerk 76. Medical Records Technician 77. Insurance Clerk	"	Tasks Common to Medical Records Services Category	Tasks Common to Medical and Clerical Services Sub Cluster	
	Clinical (3.2)	78. Ward Unit Clerk 79. Ward Secretary 80. Medical Assistant	"	Tasks Common to Clinical Category		
Animal Care	Nursing Service (4.1)	81. Veterinary Assistant 82. Groomer	"	Tasks Common to Nursing Service Category	Tasks Common to Animal Care Sub Cluster	
	Diagnostic (4.2)	83. Veterinary Lab Assistant 84. Veterinary X-Ray Assistant 85. Cage Care Attendant	"	Tasks Common to Diagnostic Category		
	Auxiliary (4.3)	86. Receptionist 87. Record Keeper	"	Tasks Common to Auxiliary Category		

This matrix was developed as a part of Project 40-74-D-5 funded by the State Board of Vocational & Technical Education.

INDIANA UNIVERSITY-PURDUE UNIVERSITY
AT FORT WAYNE
2101 COLISEUM BOULEVARD EAST
FORT WAYNE, INDIANA 46805

OFFICE FOR INDIANA HEALTH OCCUPATIONS EDUCATION PROJECT
ROOM 111A - KETTLER HALL

Dear

In an effort to meet the ever-increasing demand for qualified Health workers in Indiana, the State Board of Vocational/Technical Education has, since 1974-75, funded research projects for Health Occupations Education. One of the objectives of the research efforts has been to gather data in the form of task statement inventories that could be used to guide students in the pursuance of Health Careers and/or develop curriculum for training programs at the secondary and less than baccalaureate post-secondary levels. We urgently need your help in determining the tasks which specific job holders perform.

Enclosed is a survey for a job title we feel appropriate for your facility. Please select 1 person, with less than a baccalaureate degree, who most closely agrees with the job title:

Instructions for completion are attached to the survey. A self-addressed postage paid envelope has been enclosed for returning the survey. Please have an appropriate person complete the survey and return it by

Thank you for your cooperation.

Sincerely,

Phyllis J. Bilger

Phyllis J. Bilger, Principal Investigator
Project for Indiana Health Occupations Education

Encl.

PJB:dw

INSTRUCTIONS

This inventory is designed to identify those tasks that you perform on the job. Please complete this questionnaire by following simple steps:

Step 1: Complete the next page.

Step 2: On the page where the task list begins, check the job which most closely agrees with your job title.

Step 3: Read each of the task statements carefully. If you do the task as part of your present job, place a check mark in the space to the right of the task statement. If you do not do the task, leave the space blank.

Step 4: When you have completed the entire inventory, add any additional tasks which you perform that have not been included.

Step 5: Place the task inventory in the envelope provided and return it.

Return this questionnaire to:

Phyllis Bilger, Kettler Rm. 111A
Indiana University-Purdue University
at Fort Wayne
2101 Coliseum Blvd. East
Fort Wayne, Indiana 46805

DO NOT USE

1. Sub cluster: ____________
2. Category: ____________
3. Sub-Category: ____________
4. Job Title Code: __________

1. Job Title: ______________________________

2. Years of Experience: (Check one)

2 Less than 1 year
3 1 - 2 years
4 2 - 5 years
5 5 - 10 years
6 10 plus years

Employer: (Check most applicable)

7 Medical Doctor Office
8 Doctor Dental Service
9 Dental Laboratory
10 Nursing Home
11 Clinical Laboratory (Commercial)
12 Clinical Laboratory (Hospital)
13 Public Health Agency
14 Emergency Medical Service
15 Doctor Veterinary Medicine
16 Industrial Clinic
17 Psychiatric Hospital
18 Comprehensive Community Health Center
19 Optometrist
20 Optical Laboratory
21 Orthotic-Prosthetic Center
22 Hospital 200+ Beds
23 Hospital 100-199 Beds
24 Less than 100 Beds
25 Other Specify: ________

C. Review the following list of Health Occupations job titles for the Patient Care Service area and check all of the job titles that are assigned to any workers in your organization:

_____ Activities Director

_____ Ambulance Attendant

_____ Art Therapy Aide

_____ Biomedical Engineering (Electronic) Technician

_____ Cardiac-Catheterization Technician

_____ Central Service Technician

_____ Corpsman

_____ Dietetic Assistant/Food Supervisor

_____ Drama Therapy Aide

_____ EMT II/Paramedic

_____ Enterostomy Technician

_____ Family Health Assistant

_____ Hearing Aid Specialist

_____ Intravenous Technician

_____ Medical Athletic Assistant/Trainer

_____ Medication Aide

_____ Mental Retardation Technician

_____ Mortuary Assistant

_____ Music Therapy Aide

_____ Optometric Technician

_____ Phlebotomist

_____ Podiatric Assistant

_____ School Health Aide

_____ Speech, Pathology Aide/ Communications Aide

_____ Treatment Aide

D. On the blank survey form, list the job titles that you checked and classify them by indicating the percentage of working time the employees spend in each of the appropriate columns, 3-44--Nursing Service, Mental Health Service, Diagnostic Services, Rehabilitation Services, Ancillary Services and Dietary Service. If an additional category is needed, please name the category by writing it in the blank after "Other."

E. Place the completed questionnaire in the enclosed, self-addressed, postage paid envelope and mail it by the given date in the letter.

THANK YOU FOR HELPING!

INSTRUCTIONS

A. Examine the example and note the column headings. They are:

Column 1:	Job Titles. A listing of job titles assigned to workers in a given organization.
Column 2:	Number of Employees. The number of workers in an organization who have a given job title.
Columns: 3-10, 12-16, 18-23, 25-30, 32-38, 40-43:	These columns identify the area of responsibility in which each job title might be classified and the percentage of time the incumbent spends doing tasks in each area.
Columns: 11, 17, 24, 31, 39, 44:	These columns are for areas of responsibility which have not been identified. Please use them freely.

B. Look at the examples given for the Patient Care Services area of the Health Occupations field:

1 Activities Directors employed. This is their job title. They spend 15% of their time with Psychological Therapies; 20% with Occupational Therapy; 5% Music Therapy; 5% Art Therapy; 30% Supervision (other personnel); 10% of their time with exercises; 10% in driving and communications; and 5% doing clerical work and records.

8 Central Service Technicians employed. This is their job title. They spend 10% of their time handling instruments; 15% of their time packaging; 40% sterilizing; 10% in ordering, receiving and storage duties; 5% cleaning; and 20% with distribution.

10 EMT II/Paramedics employed. One or the other of these titles is their job title. They spend 5% of their time in Basic Care (Nursing); 10% in Medications; 40% in Basic Life Support; 40% in Advanced Life Support; and 5% doing Patient Charts.

10 Phlebotomists employed. This is their job title. They spend 80% of their time collecting specimens; 10% testing; and 10% in Maintenance and repair for their diagnostic area.

EXAMPLE

		Nursing Service									Mental Health Service						Diagnost Laboratory, et		
Column 1 JOB TITLES	2 Number of Employees	3 Basic Care	4 Nursing Treatments	5 Medications	6 Basic Life Support	7 Advanced Life Support	8 Patient Charts	9 Supervision & Management	10 Patient Teaching	11 Other:	12 Psychological Therapies (Reality, Milieu, Hydrotherapy, etc.)	13 Occupational Therapy	14 Music Therapy	15 Art Therapy	16 Drama Therapy	17 Other: Organization	18 Collect Specimens	19 Testing	20 Evaluations
ACTIVITIES DIRECTOR	1										15%	20%	5%	5%		30%			
CENTRAL SERVICE TECHNICIAN	8																		
EMT II/ PARAMEDIC	10	5%		10%	40%	40%	5%												
PHLEBOTOMIST	10																80%	10%	

TIONS CATEGORIES
are Services -

EXAMPLE

c Services (KG, EEG, XRay, .)				Rehabilitation Services (Physical Rehabilitation, Respiratory, Radiology, Speech, Optometric)							Ancillary Services (Surgery, Central Supply, Pharmacy, Housekeeping)								Dietary Service					
21 Take Films	22 Treatments	23 Maintenance & Repair	24 Other:	25 Exercise	26 Treatments	27 Testing	28 Design & Prepare	29 Fitting	30 Maintenance & Repair	31 Other:	32 Handle Instruments	33 Package	34 Sterilize	35 Order, Receive & Storage	36 Clean	37 Distribution	38 Maintenance & Repair	39 Other: Transportation	40 Food Preparation	41 Serving	42 Sanitation	43 Supervision	44 Other:	Clerical & Records
				10%														10%						5%
											10%	15%	40%	10%	5%	20%								
		10%																						

INSTRUCTIONS

A. Examine the example and note the column headings. They are:

Column 1:	Job Titles. A listing of job titles assigned to workers in a given organization.
Column 2:	Number of Employees. The number of workers in an organization who have a given job title.
Columns: 3-8, 10-14:	These columns identify the area of responsibility in which each job title might be classified and the percentage of time the incumbent spends doing tasks in each area.
Columns: 9 & 15	These columns are for areas of responsibility which have not been identified. Please use them freely.

B. Look at the example given for the Dental Care Services area of the Health Occupations field:

2 Dental Hygienists employed. This is their job title. They spend 10% of their time with Chairside Preparation; 10% with Chairside Assisting; 15% with XRays; 50% with Dental Cleaning; 5% with Patient Teaching and 10% with Reports.

C. On the blank survey form, list the number of Dental Hygienists who are employed by you and classify them by indicating the percentage of time they spend in each of the appropriate columns, 3-15--Direct Patient Contact and Indirect Patient Services. If an additional category is needed, please name the category by writing it in the blank after "Other."

D. Place the completed questionnaire in the enclosed, self-addressed, postage paid envelope and mail it by the given date in the letter.

THANK YOU FOR HELPING!

HEALTH OCCUPATIONS CATEGORIES
- Dental Care Services -

EXAMPLE

EXAMPLE

Column 1 JOB TITLES	2 Number of Employees	3 Chairside Preparation	4 Chairside Assisting	5 XRays	6 Dental Cleaning	7 Oral Surgery	8 Preventive Care (Braces, etc.)	9 Other: Patient Teaching	10 Reception	11 Records	12 Filing	13 Billings/Insurance	14 Dental Lab (Dentures, Crowns, Inlays, etc.)	15 Other: ____
	Direct Patient Contact								Indirect Patient Services					
DENTAL HYGIENIST	2	10%	10%	15%	50%			5%		10%				

INSTRUCTIONS

A. Examine the example and note the column headings. They are:

Column 1:	Job Titles. A listing of job titles assigned to workers in a given organization.
Column 2:	Number of Employees. The number of workers in an organization who have a given job title.
Columns: 3-9; 11-17	These columns identify the area of responsibility in which each job title might be classified and the percentage of time the incumbent spends doing tasks in each area.
Columns: 10 & 18	These columns are for areas of responsibility which have not been identified. Please use them freely.

B. Look at the example given for the Medical Clerical Services area of the Health Occupations field:

2 Medical Secretary/Office Managers employed. One or the other of these titles is their job title. They spend 10% of their time with Transcribing; 20% with Insurance Claims; 20% with Billings; 20% with Case History Preparation; 5% with Case History Analysis; 10% with Case History Storage & Retrieval; 10% with Reception; and 5% with Ordering, Receiving, Storage/Supplies.

C. On the blank survey form, list the number of Medical Secretary/Office Managers who are employed by you and classify them by indicating the percentage of time they spend in each of the appropriate columns, 3-18--Medical Records Services and Clinical-type Duties. If an additional category is needed, please name the category by writing it in the blank after "Other."

D. Place the completed questionnaire in the enclosed, self-addressed, postage paid envelope and mail it by the given date in the letter.

THANK YOU FOR HELPING!

EXAMPLE

EXAMPLE

HEALTH OCCUPATIONS CATEGORIES
- Medical Clerical Services -

		Medical Records Services								Clinical							
Column 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
JOB TITLES	Number of Employees	Transcribing	Insurance Claims	Billings	Data Compilation	Case History Preparation	Case History Analysis	Case History Storage & Retrieval	Other: ___	Reception	Ordering, Receiving, Storage/Supplies	Charting	Basic Nursing	Basic Lab Testing	Basic XRay	Basic Treatments	Other: ___
MEDICAL SECRETARY/ OFFICE MANAGER	1	10%	20%	2%		20%	5%	10%		10%	5%						

INSTRUCTIONS

A. Examine the example and note the column headings. They are:

Column 1:	Job Titles. A listing of job titles assigned to workers in a given organization.
Column 2:	Number of Employees. The number of workers in an organization who have a given job title.
Columns: 3-15; 17-24; 26-34	These columns identify the area of responsibility in which each job title might be classified and the percentage of time the incumbent spends doing tasks in each area.
Columns: 16, 25, & 35	These columns are for areas of responsibility which have not been identified. Please use them freely.

B. Look at the examples given for the Veterinary Services area of the Health Occupations field:

2 Receptionists/Record Keepers employed. One or the other of the titles is their job title. They spend 25% of their time in Reception-type duties; 40% working with Records; 20% Filing; 10% Billing and 5% Packaging.

4 Veterinary Technicians employed. This is their job title. They spend 5% of their time in Kennel/Stall Care; 5% in Trimming and Clipping; 5% giving Medications; 10% in Nursing Treatments; 25% in Surgical Assisting; 5% Anesthesia related duties; 5% giving Intensive Care; 1% in Euthanasia duties; 5% Collecting Specimens; 10% in Diagnostic Pathology, Bacteriology and Parasitology; 5% in Radiology duties; 5% Preparing Solutions; 4% Sterilizing and 10% Supervising (other employees.)

C. On the blank survey form, list either or both of the following job titles*(if in your employ):

Receptionist/Record Keeper

Veterinary Technician

Classify them by indicating the percentage of working time the employees spend in each of the appropriate columns, 3-35--Nursing Services, Diagnostic Services and Auxillary Services. If an additional category is needed, please name the category by writing it in the blank after "Other."

D. Place the completed questionnaire in the enclosed, self-addressed, postage paid envelope and mail it by the given date in the letter.

THANK YOU FOR HELPING!

Please also include Cage-Care Attendant if in your employ.

EXAMPLE

		Nursing Services													
Column 1 JOB TITLES	2 Number of Employees	3 Exercising	4 Kennel/Stall Care (Bathing, Feeding, etc.)	5 Trimming & Clipping	6 Medications	7 Dental Care	8 Treatments (Enemas, Bandaging, Caths. etc.)	9 Sanitation Techniques	10 Physical Therapy	11 Surgical Assisting	12 Anesthesia	13 Intensive Care	14 Euthanasia	15 Maintenance & Repair	16 Other:	1
RECEPTIONIST/RECORD KEEPER	2															
VETERINARY TECHNICIAN	4		5%	5%	5%		10%			25%	5%	5%	1%			5

NS CATEGORIES
Services -

EXAMPLE

	Diagnostic Services								Auxillary Services									
7 Collecting Specimens	18 Pathology	19 Bacteriology	20 Parasitology	21 Necropsy	22 Radiology	23 Breed Identification	24 Maintenance & Repair	25 Other:	26 Reception	27 Records	28 Filing	29 Billings	30 Ordering, Receiving & Storage	31 Preparing Solutions	32 Packaging	33 Sterilizing	34 Supervising	35 Other:
									25%	40%	20%	10%			5%			
%	- 15% -				5%									5%		4%	10%	

INSTRUCTIONS

A. Examine the example and note the column headings. They are:

Column 1:	Job Titles. A listing of job titles assigned to workers in a given organization.
Column 2:	Number of Employees. The number of workers in an organization who have a given job title.
Columns: 3-8; 10-14; 16-24; 26-29:	These columns identify the area of responsibility in which each job title might be classified and the percentage of time the incumbent spends doing tasks in each area.
Columns: 9, 15, 25 & 30	These columns are for areas of responsibility which have not been identified. Please use them freely.

B. Look at the examples given for the Public Health Services area of the Health Occupations field:

2 Environmental Health Aides employed. This is their job title. They spend 45% of their time in Air Pollution Control duties; 20% of their time in Water Pollution Control; 10% in Radiation Control; 15% in Noise Control; 5% working with Records; and 5% performing Information-type duties.

1 Pesticide Technician employed. This is his/her job title. He/She spends 60% of the time in Insect & Fly Control; 15% in Vector Control; 10% working with Records and 15% performing Information-type duties.

2 Sanitarian Aides/Assistants employed. One or the other of these titles is their job title. They spend 20% of their time inspecting Water Supply; 40% inspecting Water Disposal; 10% analyzing Wastes; 10% in Water Pollution Control; 10% working with Reports and 10% with Records.

C. Review the following list of Health Occupations job titles of the Public Health Service area and check all of the job titles that are assigned to any workers in your organization:

_____ Environmental Health Aide

_____ Environmental Health Technician

_____Pesticide Technician

_____Sanitarian Aide/Assistant

D. On the blank survey form, list the job titles that you checked and classify them by indicating the percentage of working time the employees spend in each of the appropriate columns, 3-30--Inspection, Analysis, Control and Clerical. If an additional category is needed, please name the category by writing it in the blank after "Other."

E. Place the completed questionnaire in the enclosed, self-addressed, postage paid envelope and mail it by the given date in the letter.

THANK YOU FOR HELPING!

EXAMPLE

EXAMPLE

HEALTH OCCUPATIONS JOB TITLE SURVEY
- PUBLIC HEALTH SERVICES -

	INSPECTION								ANALYSIS						CONTROL										CLERICAL				
COLUMN 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
JOB TITLES	NUMBER OF EMPLOYEES	STRUCTURES	FOOD STORAGE AREAS	COOKING AREAS	WATER SUPPLY	WATER DISPOSAL	EATING AREAS	OTHER: RESTAURANT, SCHOOL & SEWAGE SYSTEMS	MEAT	MILK	WATER	WASTES	FOODS	OTHER:	AIR POLLUTION	WATER POLLUTION	INSECT & FLY	CROSS-INFECTION	VECTOR	RODENT	RADIATION	NOISE	ODOR	OTHER: COMPLAINTS	PERMITS	REPORTS	RECORDS	INFORMATION	OTHER: SEPTIC SYSTEMS, [illegible] & GEN OFFICE
5.1 ENVIRONMENTAL HEALTH AIDE	2														45%	20%					10%	15%					5%	5%	
PESTICIDE TECHNICIAN	1																60%		15%							10%		15%	

COLUMN 1		NURSING SERVICES										MENTAL HEALTH SERVICES							DIAGNOSTIC (LABORATORY, ENG.		
JOB TITLES	2 NUMBER OF EMPLOYEES	3 BASIC CARE	4 NURSING TREATMENTS	5 MEDICATIONS	6 BASIC LIFE SUPPORT	7 ADVANCED LIFE SUPPORT	8 PATIENT CHARTS	9 SUPERVISION & MANAGEMENT	10 PATIENT TEACHING	11A OTHER: CHECKING EQUIPMENT	11B OTHER: MAINTENANCE OF PATIENT MONITORING EQUIPMENT	12 PSYCHOLOGICAL THERAPIES (REALITY, MILIEU, HYDROTHERAPY, ETC.)	13 OCCUPATIONAL THERAPY	14 MUSIC THERAPY	15 ART THERAPY	16 DRAMA THERAPY	17A OTHER: PATIENT PLANNING, PROGRAM PLANNING & ADMINISTRATION	17B OTHER: RECEPTIONIST	18 COLLECT SPECIMENS	19 TESTING	20 EVALUATIONS
1.1 AMBULANCE ATTENDANT	18	19 %	---	4.5%	47 %	9 %	4.5%	9 %	---	---	---	---	---	---	---	---	---	---	---	---	---
CORPSMAN	0	- NO RESPONSE -																			
EMT II/PARAMEDIC	19	9 %	---	6 %	34 %	33 %	6 %	2 %	3 %	6 %	---	---	---	---	---	---	---	---	---	---	---
ENTEROSTOMY TECH.	0	- NO RESPONSE -																			
FAMILY HEALTH ASST.	0	- NO RESPONSE -																			
INTRAVENOUS TECHNICIAN	0	- NO RESPONSE -																			
MEDICATION AIDE	308	31.5%	3 %	28 %	.5%	.05%	37 %	.05%	.05%	---	---	---	---	---	---	---	---	---	---	---	---
MORTUARY ASSISTANT	0	- NO RESPONSE -																			
SCHOOL HEALTH AIDE	0	- NO RESPONSE -																			
TREATMENT AIDE	14	21 %	43 %	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
1.2 ACTIVITIES DIRECTOR	55	---	---	---	---	---	6 %	10 %	1 %	---	---	29 %	10 %	3 %	4 %	1 %	18 %	---	---	---	---
ART THERAPY AIDE	32	---	---	---	---	---	.5%	---	---	---	---	8 %	23 %	21 %	35 %	4 %	8.5%	---	---	---	---
DRAMA THERAPY AIDE	2	- PERCENTAGES NOT GIVEN -																			
MENTAL RETARDATION TECH.	90	50 %	10 %	---	---	---	---	---	30 %	---	---	---	---	---	---	---	---	---	---	---	---
MUSIC THERAPY AIDE	3	---	---	---	---	---	10 %	---	---	---	---	---	---	85 %	---	---	5 %	---	---	---	---
1.31 PHLEBOTOMIST	41	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	90 %	---	---
1.32 DIAGNOSTIC MED. SONOGRAPHER	0	- NO RESPONSE -																			
MYOGRAM TECHNICIAN	0	- NO RESPONSE -																			
1.41 MEDICAL ATHLETIC ASST.	6	- PERCENTAGES NOT GIVEN -																			
PODIATRIC ASSISTANT	10	43.5%	4.5%	3 %	.3%	---	11.5%	7.5%	.2%	---	---	.3%	---	---	---	---	---	---	1.1%	---	---
1.43 COMM. AIDE/SPEECH PATH. AIDE	6	---	---	---	---	---	---	---	3 %	---	---	---	---	---	---	---	---	---	---	---	---
HEARING AIDE SPECIALIST	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	12.5%
1.44 OPTOMETRIC TECHNICIAN	9	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	7 %	---	4 %	---
1.5 BIOMEDICAL ENG. TECH.	15	---	---	---	---	---	---	---	---	---	10 %	---	---	---	---	---	---	---	---	---	---
CARDIAC CATH. TECH.	17	- PERCENTAGES NOT GIVEN -																			
CENTRAL SERVICE TECH.	55	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ORTHOPEDIC CAST SPECIALIST	0	- NO RESPONSE -																			
1.6 DIETETIC ASST./FOOD SUPV.	63	1 %	---	---	---	---	---	.5%	.5%	---	---	---	---	---	---	---	---	---	---	---	.5%

JOB TITLE SURVEY
- SERVICES -

SERVICES EEG, XRAY, ETC.)				REHABILITATION SERVICES (PHYSICAL REHABILITATION, RESPIRATORY, RADIOLOGY, SPEECH, OPTOMETRIC)							ANCILLARY SERVICES (SURGERY, CENTRAL SUPPLY, PHARMACY, HOUSEKEEPING)									DIETARY SERVICES					
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39A	39B	40	41	42	43	44A	44B
TAKE FILMS	TREATMENTS	MAINTENANCE & REPAIR	OTHER: TRAIN OPERATORS OF EQUIPMENT	EXERCISE	TREATMENTS	TESTING	DESIGN & PREPARE	FITTING	MAINTENANCE & REPAIR	OTHER: MAINTAIN & REPAIR DENTAL EQUIPMENT	HANDLE INSTRUMENTS	PACKAGE	STERILIZE	ORDER, RECEIVE & STORAGE	CLEAN	DISTRIBUTION	MAINTENANCE & REPAIR	OTHER: CLERICAL & NOT SPECIFIED	OTHER: TRANSPORTATION	FOOD PREPARATION	SERVING	SANITATION	SUPERVISION	OTHER: CLERICAL & RECORDS	OTHER: DIETS, MENUS, TRAINING & TEACHING
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	6 %	---	---	---	---	---	---
					- NO RESPONSE -																				
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
					- NO RESPONSE -																				
					- NO RESPONSE -																				
					- NO RESPONSE -																				
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					- NO RESPONSE -																				
					- NO RESPONSE -																				
---	---	---	---	15 %	17 %	2 %	---	---	1.5%	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
---	---	---	---	9 %	---	---	4.5%	---	2 %	---	---	---	---	---	---	---	---	---	.5%	---	---	---	---	1 %	---
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
					- PERCENTAGES NOT GIVEN																				
---	---	---	---	10 %	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
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---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	9.5%	---	---	---	---	---	---	---
					- NO RESPONSE -																				
					- NO RESPONSE -																				
					- PERCENTAGES NOT GIVEN -																				
7.5%	1 %	---	---	---	---	---	---	---	---	---	1.1%	.3%	1.1%	1.8%	14.9%	---	---	---	---	---	---	---	---	---	---
---	---	---	---	---	67 %	8 %	10 %	---	---	---	---	---	---	---	---	---	---	11 %	---	---	---	---	---	---	---
---	---	5 %	7 %	---	---	---	5 %	45 %	20 %	---	---	---	---	---	---	---	---	5 %	---	---	---	---	---	---	---
---	---	---	---	---	---	3 %	3 %	34 %	30 %	---	---	---	---	4 %	---	---	---	14 %	---	---	---	---	---	---	---
---	---	10 %	1 %	---	---	---	---	---	10 %	1 %	---	---	---	---	---	---	61 %	6 %	---	---	---	---	---	---	---
					- PERCENTAGES NOT GIVEN -																				
---	---	---	---	---	---	---	---	---	---	---	15 %	17 %	31 %	5 %	19 %	12 %	---	.5%	---	---	---	---	---	---	---
					- NO RESPONSE -																				
---	---	---	---	---	---	---	---	---	---	---	---	---	---	1 %	---	.5%	---	2 %	---	21 %	8 %	13 %	50 %	---	2 %

HEALTH OCCUPATIONS JOB TITLE SURVEY
- Dental Care Services -

Column 1		Direct Patient Contact								Indirect Patient Services					
	2	3	4	5	6	7	8	9a	9b	10	11	12	13	14	15
JOB TITLES	Number of Employees	Chairside Preparation	Chairside Assisting	XRays	Dental Cleaning	Oral Surgery	Preventive Care (Braces, etc.)	Other: Education	Other: Observation	Reception	Records	Filing	Billings/Insurance	Dental Lab (Dentures, Crowns, Inlays, etc.)	Other: Maintenance Inventory, Training
2.1 Dental Hygienist	10	4.5%	---	5 %	75 %	---	8.5%	5 %		1 %	1 %	---	---	---	---
Endodontic Dental Assistant	10	19.5%	40.5%	18 %	2 %	2 %	---	---	1.5%	4 %	5 %	1 %	2 %	1 %	2.5%

HEALTH OCCUPATIONS JOB TITLE SURVEY
- Medical Clerical Services -

Column 1	2	Medical Records Services 3	4	5	6	7	8	9	10	Clinical 11	12	13	14	15	16	17	18
JOB TITLES	Number of Employees	Transcribing	Insurance Claims	Billings	Data Compilation	Case History Preparation	Case History Analysis	Case History Storage & Retrieval	Other: Bookkeeping, Filing, Interviewing	Reception	Ordering, Receiving, Storage/Supplies	Charting	Basic Nursing	Basic Lab Testing	Basic XRay	Basic Treatments	Other: Inventory; Educational
3.1 Medical Secretary/ Office Manager	18	4%	16%	12%	13%	4%	2%	4%	9%	27%	6%	1%	--	--	1%	--	1%

HEALTH OCCUPATIONS JOB TITLE SURVEY
- VETERINARY SERVICES -

COLUMN 1		NURSING SERVICES														DIAGNOSTIC SERVICES									AUXILLARY SERVICES									
JOB TITLES	2 NUMBER OF EMPLOYEES	3 EXERCISING	4 KENNEL/STALL CARE (BATHING, FEEDING, ETC.)	5 TRIMMING & CLIPPING	6 MEDICATIONS	7 DENTAL CARE	8 TREATMENTS (ENEMAS, BANDAGING, CATHS. ETC.)	9 SANITATION TECHNIQUES	10 PHYSICAL THERAPY	11 SURGICAL ASSISTING	12 ANESTHESIA	13 INTENSIVE CARE	14 EUTHANASIA	15 MAINTENANCE & REPAIR	16 OTHER: ____	17 COLLECTING SPECIMENS	18 PATHOLOGY	19 BACTERIOLOGY	20 PARASITOLOGY	21 NECROPSY	22 RADIOLOGY	23 BREED IDENTIFICATION	24 MAINTENANCE & REPAIR	25 OTHER: BLOOD CHEMISTRY	26 RECEPTION	27 RECORDS	28 FILING	29 BILLINGS	30 ORDERING, RECEIVING & STORAGE	31 PREPARING SOLUTIONS	32 PACKAGING	33 STERILIZING	34 SUPERVISING	35 OTHER: ASSIST DOCTOR WITH IN AND OUTPATIENTS
4.1 CAGE CARE ATTENDANT	14	9 %	39 %	3.5%	1.5%	---	---	8 %	3.5%	3.5%	1 %	.5%	---	5 %	---	1 %	---	---	3.5%	---	---	---	---	---	3 %	3.5%	3.5%	---	3.5%	3.5%	3.5%	1 %	---	---
VETERINARY TECHNICIAN	5	1 %	1 %	2 %	3 %	6 %	5 %	---	1.25%	16 %	4 %	4 %	2.25%	---	---	5 %	---	4.5%	8.2%	---	6 %	---	---	11.5%	5 %	---	---	---	3 %	---	2 %	3 %	2 %	4 %
4.2 RECEPTIONIST/RECORD KEEPER	9	---	---	---	.6%	---	.4%	2.2%	---	.5%	.5%	---	---	---	---	---	---	---	---	.2%	---	---	---	---	59.5%	18.3%	10 %	5 %	1 %	---	---	.2%	1 %	---

HEALTH OCCUPATIONS JOB TITLE SURVEY
- PUBLIC HEALTH SERVICES -

COLUMN 1		INSPECTION							ANALYSIS						CONTROL										CLERICAL				
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
JOB TITLES	NUMBER OF EMPLOYEES	STRUCTURES	FOOD STORAGE AREAS	COOKING AREAS	WATER SUPPLY	WATER DISPOSAL	EATING AREAS	OTHER: RESTAURANT, SCHOOL & SEWAGE SYSTEMS	MEAT	MILK	WATER	WASTES	FOODS	OTHER:	AIR POLLUTION	WATER POLLUTION	INSECT & FLY	CROSS-INFECTION	VECTOR	RODENT	RADIATION	NOISE	ODOR	OTHER: COMPLAINTS	PERMITS	REPORTS	RECORDS	INFORMATION	OTHER: SEPTIC SYSTEMS, NEW BLDGS. & GENL. OFFICE
5.1 ENVIRONMENTAL HEALTH AIDE	5					- NO PERCENTAGES GIVEN -																							
ENVIRONMENTAL HEALTH TECHNICIAN	5					- NO PERCENTAGES GIVEN -																							
PESTICIDE TECHNICIAN	1					- NO PERCENTAGES GIVEN -																							
SANITARIAN AIDE	18	2.5%	4 %	3.5%	3 %	2.5%	3.5%	25 %	1 %	1 %	4 %	1 %	1 %	---	---	10 %	2 %	---	.5%	.5%	---	---	.5%	2.5%	8 %	5 %	1.5%	1.5%	15.5%

SUB CLUSTER	CATEGORY	JOB TITLE	TASK	CATEGORY CORE	SUB CLUSTER CORE	CLUSTER CORE
PATIENT CARE SERVICES	NURSING (1.1)	1. AMBULANCE ATTENDANT	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO NURSING CATEGORY	TASKS COMMON TO PATIENT CARE SERVICES SUB CLUSTER	TASKS COMMON TO HEALTH OCCUPATIONS EDUCATION CLUSTER
		2. BURN UNIT TECHNICIAN				
		3. CARDIO-PULMONARY/CARDIO-VASCULAR TECHNICIAN				
		4. EMERGENCY MEDICAL TECHNICIAN				
		5. EMT II/PARAMEDIC				
		6. GERIATRIC TECHNICIAN				
		7. HOMEMAKER/HOME HEALTH AIDE				
		8. L.P.N./L.V.N.				
		9. MEDICATION AIDE				
		10. NURSE AIDE/ATTENDANT				
		11. OBSTETRICAL TECHNICIAN				
		12. ORDERLY				
		13. PEDIATRIC TECHNICIAN				
		14. REGISTERED NURSE				
		15. TREATMENT AIDE				
	MENTAL HEALTH (1.2)	16. ACTIVITIES DIRECTOR	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO MENTAL HEALTH CATEGORY		
		17. ART THERAPY AIDE				
		18. CERTIFIED OCCUPATIONAL THERAPY ASSISTANT				
		19. DRAMA THERAPY AIDE				
		20. MENTAL HEALTH ASSISTANT				
		21. MENTAL HEALTH TECHNICIAN				
		22. MENTAL RETARDATION AIDE/ASSISTANT				
		23. MENTAL RETARDATION TECHNICIAN				
		24. MUSIC THERAPY AIDE				
		25. OCCUPATIONAL THERAPY AIDE				
		26. PSYCHIATRIC AIDE/ASSISTANT				
		27. PSYCHIATRIC TECHNICIAN				
		28. RECREATIONAL THERAPY AIDE/ASSISTANT				
		29. RECREATIONAL THERAPY TECHNICIAN				
	DIAGNOSTIC - LABORATORY (1.31)	30. CERTIFIED LABORATORY ASSISTANT	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO LABORATORY CATEGORY		
		31. CYTOTECHNOLOGIST				
		32. DIENER				
		33. HISTOLOGIC TECHNICIAN				
		34. LABORATORY AIDE				
		35. MEDICAL LABORATORY TECHNICIAN				
		36. PHLEBOTOMIST				
	DIAGNOSTIC - ELECTRONICS (1.32)	37. ELECTRO-CARDIOGRAPH TECHNICIAN	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO ELECTRONICS CATEGORY		
		38. ELECTRO-ENCEPHALOGRAPHIC TECHNICIAN				
		39. PULMONARY FUNCTION TECHNICIAN*				
	DIAGNOSTIC - RADIOLOGY (1.33)	40. DARK ROOM AIDE/ASSISTANT	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO RADIOLOGY CATEGORY		
		41. NUCLEAR MEDICAL TECHNOLOGIST				
		42. RADIOLOGIC DEPARTMENT AIDE				
		43. RADIOLOGICAL TECHNOLOGIST				
		44. REGISTERED RADIATION THERAPY TECHNOLOGIST				
	REHABILITATION - PHYSICAL (1.41)	45. MEDICAL ATHLETIC ASSISTANT/TRAINER	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO PHYSICAL REHABILITATION CATEGORY		
		46. ORTHO/PROSTHETIC ASSISTANT				
		47. ORTHO/PROSTHETIC TECHNICIAN				
		48. PHYSICAL THERAPY AIDE/ORDERLY				
		49. PHYSICAL THERAPY ASSISTANT				
		50. PODIATRIC ASSISTANT				
	REHABILITATION - RESPIRATORY (1.42)	51. CERTIFIED RESPIRATORY THERAPY TECHNICIAN	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO RESPIRATORY CATEGORY		
		52. RESPIRATORY THERAPY AIDE				
		PULMONARY FUNCTION TECHNICIAN*				
	REHABILITATION - SPEECH, LANGUAGE AND HEARING (1.43)	53. COMMUNICATION AIDE/SPEECH PATHOLOGY AIDE	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO SPEECH, LANGUAGE & HEARING CATEGORY		
		54. HEARING AIDE SPECIALIST				
	REHABILITATION - OCULAR (1.44)	55. OPHTHALMIC LAB TECHNICIAN	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO OCULAR CATEGORY		
		56. OPTOMETRIC ASSISTANT				
		57. OPTOMETRIC TECHNICIAN				
	ANCILLARY (1.5)	58. BIOMEDICAL ENGINEERING TECHNICIAN	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO ANCILLARY CATEGORY		
		59. CARDIAC CATHETERIZATION TECHNICIAN				
		60. CENTRAL SERVICE AIDE/ASSISTANT				
		61. CENTRAL SERVICE TECHNICIAN				
		62. CIRCULATION/EXTRA CORPOREAL TECHNICIAN				
		63. HEMODIALYSIS TECHNICIAN				
		64. HOUSEKEEPING WORKER				
		65. OPERATING ROOM TECHNICIAN				
		66. ORTHOPEDIC PHYSICIAN'S ASSISTANT				
		67. PHARMACY AIDE/TECHNICIAN				
		68. SURGICAL AIDE/ASSISTANT				
		69. UROLOGIC PHYSICIAN'S ASSISTANT				
	DIETARY (1.6)	70. DIETARY TECHNICIAN	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO DIETARY CATEGORY		
		71. DIETETIC AIDE				
		72. DIETETIC ASSISTANT/FOOD SUPERVISOR				

* JOB TITLE #39 HAS APPROXIMATELY 50% TASKS IN BOTH CATEGORY 1.32 AND 1.42

EDUCATION CLUSTER MATRIX
(1979)

SUB CLUSTER	CATEGORY	JOB TITLE	TASK	CATEGORY CORE	SUB CLUSTER CORE	CLUSTER CORE
DENTAL CARE SERVICES	DIRECT (2.1)	73. DENTAL ASSISTANT 74. DENTAL HYGIENIST 75. ENDODONTIC DENTAL ASSISTANT 76. EXPANDED DUTIES DENTAL ASSISTANT 77. ORAL SURGERY DENTAL ASSISTANT 78. ORTHODONTIC DENTAL ASSISTANT 79. PEDADONTIC DENTAL ASSISTANT	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO DIRECT DENTAL SERVICES CATEGORY	TASKS COMMON TO DENTAL CARE SERVICES SUB CLUSTER	TASKS COMMON TO HEALTH OCCUPATIONS EDUCATION CLUSTER
	INDIRECT (2.2)	80. DENTAL LABORATORY TECHNICIAN 81. DENTAL RECEPTIONIST	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO INDIRECT DENTAL SERVICES CATEGORY		
MEDICAL-CLERICAL SERVICES	MEDICAL RECORDS (3.1)	82. INSURANCE CLERK 83. MEDICAL LIBRARY ASSISTANT 84. MEDICAL-DENTAL SECRETARY 85. MEDICAL RECORDS CLERK 86. MEDICAL RECORDS TECHNICIAN 87. MEDICAL SECRETARY/OFFICE MANAGER 88. MEDICAL STENOGRAPHER 89. MEDICAL TRANSCRIBER	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO MEDICAL RECORDS CATEGORY	TASKS COMMON TO MEDICAL-CLERICAL SUB CLUSTER	
	CLINICAL (3.2)	90. MEDICAL ASSISTANT 91. WARD CLERK/WARD SECRETARY	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO MEDICAL-CLERICAL CLINICAL CATEGORY		
VETERINARY SERVICES	CLINICAL (4.1)	92. CAGE CARE ATTENDANT 93. VETERINARY ASSISTANT 94. VETERINARY TECHNICIAN	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO CLINICAL VETERINARY CATEGORY	TASKS COMMON TO VETERINARY SERVICES SUB CLUSTER	
	CLERICAL (4.2)	95. RECEPTIONIST/RECORD KEEPER	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO CLERICAL VETERINARY CATEGORY		
PUBLIC HEALTH SERVICES	INDIRECT (5.1)	96. ENVIRONMENTAL HEALTH AIDE 97. ENVIRONMENTAL HEALTH TECHNICIAN 98. PESTICIDE TECHNICIAN 99. SANITARIAN AIDE	TASK INVENTORIES AVAILABLE FOR EACH JOB TITLE	TASKS COMMON TO INDIRECT PUBLIC HEALTH CATEGORY	TASKS COMMON TO PUBLIC HEALTH SERVICES SUB CLUSTER	

APPENDIX

SECTION D

EVALUATOR'S REPORT

OF

SECONDARY STUDENT FIELD TEST

MEDICATION AIDE CURRICULUM

Field Test for Medication Aide Curriculum-
Secondary Students

Evaluator's Report

The evaluation of the Field Test for the Medication Aide Curriculum-Secondary Students is based upon a summary report (1979), together with a review of other project materials submitted to the evaluator:

(1) The Medication Aide Curriculum Description
(2) Medication Aide Curriculum Modules
(3) Medication Aide Teacher's Manual
(4) Summary of the 1978 Field Test

Before evaluating the field-test of this curriculum with secondary students, it seems appropriate to comment on the above related materials. The Medication Aide Curriculum Description is extremely thorough. The descriptive materials include recommended duration of the instructional program, teacher qualifications, facilities, student qualifications, credentialing procedures, preservice requirements, and philosophical basis for the program.

There is an inconsistency in the preservice requirements which needs clarification; i.e. it is stated (p.2) that "it is _necessary_ that _all_ students ... have entry level competence in certain informational and manipulative skills." (Italics added.) Yet, the remainder of the paragraph deals with alternatives if students do _not_ have these entry-level competencies.

The course objectives are well-stated and comprehensive. The unit objectives are broadly stated, yet sufficiently specific to provide an adequate basis for deriving unit achievement tests.

The descriptive materials include suggested schedules, a very detailed outline of content and excellent instructional objectives for units one through six. No objectives are provided for Unit VII (the practicum.) There is an extensive resource list and reference list.

This material has been carefully and thoughtfully developed and provides an excellent basis for planning and implementing this program. There is adequate emphasis on the length of the instructional program for students, but, because of individual (one-on-one) instruction during the practicum, the actual instructional hours for the primary and secondary teachers will exceed sixty. For purposes of employing teachers and budgetary planning, the estimate of teacher-contact hours should be clarified.

The Teacher's Manual is comprehensive. Three roles of the teacher (manager, motivator, and instructor) are carefully defined. Teaching suggestions and keys for the master tests are provided for Unit 7 (the practicum). It would seem desirable to develop additional guidelines in the form of precisely stated performance objectives for the practicum, in order to insure that the student does meet the specified standards of performance.

The student modules are well-planned and presented in a highly readable, attractive format. Each module consists of a goal statement, instructions to the learner, prerequisites, objectives, activities, an outline of the lecture, information sheets/excercises/activity guides/ or worksheets, and checklists where appropriate. The exercises include a diversity of activities-traditional and innovative (e.g. gaming)--to facilitate learning. Self-checks are used extensively to promote individual responsibility for evaluation of performance. The modules appear to be entirely adequate for self-directed learning, assuming that adequate resources are made available to the learner, as specified in the Teacher's Guide. The instructional objectives are specific, providing a basis for deriving evaluation tools and procedures.

The Field-Test Report provides a wealth of data, including excellent critiques from teachers and students; these free-response evaluative statements provide extensive information for improving the modules. It would be extremely useful to cull these suggestions for a set of recommendations for a final revision of the curriculum. The remainder of this report is concerned with the Summary of Secondary Students' Field-Test for the Medication Aide Curriculum.

It is certainly reasonable to investigate the suitability of this excellent curriculum guide for use in the secondary health occupations education program. This is in accord with current concepts of accountability and cost-effective educational programming.

Appropriate procedures were followed to obtain agency approval for offering the curriculum to students who did not meet admission qualifications (i.e. high school diploma or GED); appropriate criteria were specified for selecting those twelfth-grade students who would participate in this extended preparation.

Under these circumstances, four field-test sites would appear to be adequate for judging the appropriateness of the Medication Aide Curriculum for secondary students. Teacher selection was adequate -- the primary teachers either were already certified for teaching this curriculum or participated in teacher training sessions prior to assuming responsibility for the curriculum.

The field-test (secondary) involved four primary teachers, 39 students, nine RN observers (for the practicum) and seven health care facilities. Although for research purposes a larger sample of students would have been desirable, this number seems adequate for field-test purposes.

Twelve students completed the Medication Aide Curriculum, a completion rate of 32%. Eleven of the 12 took the State-administered examination, with a passing rate of 100%. No information is provided as to the reason for the twelfth student not taking the qualifying examination.

It is stated that at least 15 of the students who started the field-test are "registered with advanced nursing programs; some had to drop due to schedule demands." It is not clear if some of these 15 are included in the 12 who completed the curriculum or if these 15 students are among the 17 who failed to complete the curriculum. Additional information, including evaluation of the curriculum from noncompleters, as well as from completers, should provide useful data for assessing the effectiveness of the curriculum with secondary students.

The "composite of secondary students' field-test data sheets" reveals an inconsistency in the number of students; according to this sheet, the total number of students enrolled was 37, rather than 29. This needs to be clarified in the narrative section. Were these eight noncompleters omitted from the narrative summary? The number of class sessions held ranged from a low of 12 to a high of 27; length of class varied from 1½ hours per session to 3 hours per session. Two sites held classes once a week; the other two sites held classes twice a week.

The summary of field-test data would be more meaningful if the responses were categorized according to length of class and weekly scheduling. It is possible that the scheduling plan had some influence on the number of completers. Also, the composite does not reveal the number of completers for each of the four sites, other than to indicate that the program was not completed in site number one.

The "Summary of Student Comments on Individual Modules" provides only four comments, presumably from the 12 students who completed the curriculum. Highly significant data might have been obtained, had the noncompleters evaluated those modules which they did complete or attempt. No information is provided on reasons for noncompletion; the accuracy of the curriculum cannot be judged without obtaining the viewpoint of noncompleters.

The "Summary of Teacher Comments on Individual Modules" reveals several specific areas for revision. The report does not indicate whether these suggestions will be utilized for modifying curriculum content or scheduling.

The "Summary of General Comments on the Curriculum by Students and Teachers" also reveals several specifics which could be used to modify the curriculum.

A general theme throughout these comments and throughout the Field-Test Report (Postsecondary, 1978) reveals that many students and teachers perceive the amount of information as being excessive for the time allotted to this curriculum. There are indications that most students had to adapt to a modular curriculum, with its inherent requirement of a high degree of self-direction on the part of the learner. It would appear that an orientation to the modular approach, using a very simple (e.g. single concept) module, might facilitate this adaptation.

Without information from noncompleters, it is impossible to answer a number of pertinent questions:

What difficulty did the noncompleters experience?

Were the noncompleters able to function with a modular curriculum?

Were the noncompleters inclined to be dependent upon the teacher, rather than self-directing in seeking to achieve the specified learning objectives?

What was the reading ability of the noncompleters?

What were the competing demands for the attention, time, and energy of the noncompleters?

What personal factors characterized the noncompleters, but did not characterize the completers?

What personal factors characterized the completers, but not the noncompleters?

Summary

It appears that the field-test for the secondary students was not as thorough as the earlier field-test for the postsecondary students in the Medication Aide Curriculum. There is no indication that the carefully developed modular evaluation sheets of the earlier field-tests were used.

Although the project team apparently believes that information for justifying a decision to request that the Indiana State Board of Health modify entrance requirements for the Medication Aide Curriculum to permit senior secondary students to enroll, the data do not really support the appropriateness of such a recommendation. The data do support the effectiveness of the curriculum for completers, as indicated by 100% passing rate of those who took the certifying examination.

A serious gap in information exists in regard to the noncompleters, who make up 67.5% of those who started the Medication Aide Curriculum. Without data related to this group, any conclusions about the effectiveness of the curriculum with secondary students should be viewed as highly tentative until further field-testing can be accomplished.

Mary Elizabeth [illegible]

APPENDIX

SECTION E

DOMAIN-REFERENCED TESTS
FOR
MEDICATION AIDE CURRICULUM

DOMAIN-REFERENCED TESTS
FOR
MEDICATION AIDE CURRICULUM

In addition to the development of the IHOE Cluster Matrix, Indiana Health Occupations research projects had developed a model for performance-based education. Due to pressing needs within the Health Occupations field, much research time had been spent (all of 1977 and 1978) in developing a complete performance-based vocational program for a specific job title,namely, the Medication Aide.

During the time that the Health Occupations researchers were developing this program, other Indiana vocational disciplines were addressing research in the area of Domain-Referenced Tests. Domain-Referenced Tests are tests prepared for a grouping (domain) of tasks that posses common learning content. DRT's are designed to:

1. assist the teacher in deciding, with a great degree of accuracy, where to place a student in a training cycle;
2. predict student success in the performance of a group or domain of related tasks;
3. allow the teacher to develop additional DRT's by using the same format but changing the test data by manipulating task variables;and
4. measure the learner's mastery of a domain of tasks to industry standards

In the summer of 1978 it was deemed essential that the Health Occuaptions field should address the development of DRT's as other vocational disciplines were doing. Since the Medication Aide Curriculum had been developed and since it was very closely related to other Health Occupations job titles, it was decided that the DRT effort for 1979 would be based on the tasks of the Medication Aide Curriculum.

After the skills of the MedicationAide Curriculum were reviewed, it was determined that the tasks should be grouped into four domains,namely:

1. Prepare Oral Medications For A Patient
2. Administer Oral Medications To A Patient
3. Apply and Insert Medications For A Patient
4. Instill Medications For A Patient

Following the establishment of the domains for the DRT'S, each DRT was completed by developing all necessary components. The major components of any DRT include:

1. task analysis guides of all tasks in a domain
2. identified content for each task analysis which includes;
    a. cognitive knowledge for the entire domain
    b. psycho-motor skills for the entire domain
    c. cognitive knowledge specific to a task in a domain
    d. psycho-motor skills specific to a task in a domain
3. identified limits of all content
4. a sample domain-referenced test derived from the identified control limits

It appeared, for a while, that there would be enough time to develop additional DRT'S for tasks in the areas of medical asepsis, cleaning, weighing and measuring. However, due to intervening circumstances, the only thing that was accomplished , relevant to these areas of Health Occupations tasks, were the listing of the pertinent tasks and the sorting of the tasks into domains.

On the following pages can be found all domain-referenced test components for:

1. the domain "Prepare Oral Medications For A Patient"
2. the domain "Administer Oral Medications To A Patient"
3. the domain "Apply and Insert Medications For A Patient"
4. the domain "Instill Medications For A Patient"

In addition to the above listed DRT'S is a listing of the tasks for:

1. the domain "Medical Asepsis and Cleaning"
2. the domain "Weighing and Measuring A Patient"

TASK ANALYSIS GUIDE

I. Task Statement: Administer Oral Medications

II. Task Performance Cues: Doctor's Order (stat, standing, routine)
Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Has medication been prepared according to correct method?	2	32	---	Prepare Medications Domain	DRT 1
2. Have proper supplies for administration of medication been assembled?	3	33	---	Prepare Medications Domain	DRT 1 Supplies
3. Has medication area been locked or secured?	4	34	---	Medication Storage	Medication Area
4. Have water and drinking cups been obtained?	4a	35	---	Supplies for Administering Oral Medications	Water pitcher, Drinki Cups, Straw, etc.
4a. Are fluids needed with which to mix medications?	35a	5	---	Mixing Medications	Various fluids
5. Wash your hands in adjacent facilities	---	---	6	Handwashing	Sink, Paper Towels Soap
6. Take medication tray, with medications, water, any equipment and medication card (if used) to patient's assigned unit	---	---	7		Medication Tray
7. Is patient in assigned unit?	8	36	---	Patient's Unit	Bed, Side Rail, Chair Overbed Table, Patien
8. Is patient in isolation?	42	9	---	The Isolation Unit	
9. Establish patient's identity (by name band or given method of agency)	---	---	10	Patient Identification Methods	Name Band Bed Name Plate

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
10.	Make final verification of medication, dosage, time, method of administration	---	---	11	Five Rights of Medication Administration	Medication Card Medication Kardex
11.	Is patient conscious?	12	44	---	Levels of Consciousness	
12.	Are you able to communicate with patient verbally or non-verbally?	13	47	---		Note Pad, Pencil
13.	Explain to patient the task you are going to perform	---	---	14	Patient Communications Domain	
14.	Is patient resistive to the task?	48	15	---		
15.	Does patient have any prior needs that should be taken care of before the medication is given?	49	16	---	Patient's Priority of Needs	
16.	Is patient in proper position for administration of medication?	17	50	---		
17.	Is patient restricted as to types of fluids?	51	18	---		
18.	Is patient on oral intake?	52	19	---		
19.	Is medication to be mixed with any fluid or food?	53	20	---		
20.	Is medication to be swallowed?	21	54	---	Forms of Medication	Tablets, Capsules, e
21.	Is medication in unit-dose?	55	21a	---		
22.	Is patient able to take medication by self?	23	56	---		
23.	Give medication to patient	---	---	24		
23a.	Is medication a liquid?	55a	24	---		
24.	Assist patient with water or liquid as needed	---	---	25		
25.	Was patient able to swallow medication?	26	58	---		
26.	Were there any immediate effects from the medication?	62	27	---		
27.	Make patient comfortable and safe	---	---	28	PatientComfort & Safety Domain	
28.	Dispose of any waste materials in proper manner	---	---	29	Medical Asepsis Domain	
29.	Are you administering medication to any other patients?	1	30	---		

TASK ELEMENTS		Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
30.	Clean medication tray and put away in proper manner	---	---	31	Medical Asepsis Domain	
31.	Chart medication administered and any observations made before, during or after administration	---	---	EOT	Charting Medications	Chart Back, Chart Forms
32.	Prepare medication in proper manner for mode of administration	---	---	2	Prepare Medication Domain	
33.	Assemble proper supplies for administration of medication (according to order or patient need)	---	---	3		
34.	Lock or secure medication area according to policy of health care agency	---	---	4		
35.	Obtain adequate supply of drinking water and cups	---	---	5		
35a.	Obtain fluids and utensils needed with which to mix medications	---	---	5		
36.	Is patient close at hand?	37	38	---		
37.	Take medication to area where patient is located	---	---	9		
38.	Is it necessary for patient to have medication before returning to own unit?	40	39	---		
39.	Store or dispose of medication in proper manner for circumstances	---	---	EOT	Storing & Dispensing of Prepared Medication	
40.	Are you able to take medication to patient	37	41	---		
41.	Inform superior of inability to perform task	---	---	EOT	Chain of Command	
42.	Are you qualified to give care to a patient in isolation?	43	41	---		
43.	Employ isolation technique for administration of oral medications	---	---	9	Isolation Technique Domain	
44.	Does patient have a feeding tube in which the medication is to be placed?	45	41	---		

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
45.	Are you qualified to perform a tube instillation?	46	41	---		
46.	Proceed to administer medication employing tube feeding method	---	---	EOT	Tube Instillation Domain	
47.	Employ techniques used for patient with whom you cannot communicate	---	---	14	Patient Communication Domain	
48.	Employ techniques used for resistive patients	---	---	15	Technique for Resistive Patient Domain	
49.	Administer necessary care as indicated	---	---	16	Priority of Needs	
50.	Position patient properly to administer oral medication	---	---	17	Positioning Patient Domain	
51.	Give only those fluids permitted for patient	---	---	18	Nutritional Needs Domain	
52.	Measure and record all fluids given to patient with medication	---	---	19	Intake & Output Domain	
53.	Mix medication as prescribed by order or nursing assessment	---	---	20	Administer Oral Medication Mixed with Fluid or Food	
54.	Administer medication according to proper method	---	---	EOT	Administer Sublingual or Buccal Medication	
55.	Peel protective covering away from medication container maintaining medical asepsis	---	---	22	Packaging for Unit-Dose Medications	
55a.	If medication is a cough medication, do not give liquids following administration	---	---	25	Cough Medications	
56.	Give patient a drink before administering medication	---	---	57	Nutritional Needs Domain	
57.	Place medication container to patient's mouth and "pour' medication into mouth	---	---	24		
58.	Is patient choking on medication?	60	59	---		
59.	Have patient place, or you place, medication as far back on tongue as possible	---	---	24		
60.	Free medication or attain assistance to free medication from patient's throat using proper technique	---	---	61	Basic Life Support Domain	

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
61. Inform superior of situation and follow instructions given	---	---	27		
62. Are effects of a critical nature?	64	63	---	Patient Assessment Domain	
63. Note effects in order to chart	----	---	28		
64. Report to superior for instructions immediately	---	---	65		
65. Carry out any task requested that you are capable of doing	---	---	EOT		

TASK ANALYSIS GUIDE

I. Task Statement: Administer Oral Medications To Be Mixed With Fluid

II. Task Performance Cues: Doctor's Order (stat, standing, routine)
Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Has medication been prepared according to correct method?	2	33	---	Prepare Medications Domain	DRT 1
2. Have proper supplies for administration of medication been assembled?	3	34	---	Prepare Medications Domain	DRT 1 Supplies
3. Has medication area been locked or secured?	4	35	---	Medication Storage	Medication Area
4. Have water and drinking cups been obtained?	4a	36	---	Supplies for Administering Oral Medications	Water pitcher, Drinki Cups, Straw, etc.
4a. Are fluids needed with which to mix medications?	37	5	---	Mixing Medications	Various fluids
5. Wash your hands in adjacent facilities	---	---	6	Handwashing	Sink, Paper Towels Soap
6. Take medication tray, with medications, water, any equipment and medication card (if used) to patient's assigned unit	---	---	7		Medication Tray
7. Is patient in assigned unit?	8	38	---	Patient's Unit	Bed, Side Rail, Chair Overbed Table, Patien
8. Is patient in isolation?	44	9	---	The Isolation Unit	
9. Establish patient's identity (by name band or given method of agency)	---	---	10	Patient Identification Methods	Name Band Bed Name Plate

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
10.	Make final verification of medication, dosage, time, method of administration	---	---	11	Five Rights of Medication Administration	Medication Card Medication Kardex
11.	Is patient conscious?	12	46	---	Levels of Consciousness	
12.	Are you able to communicate with patient verbally or non-verbally?	13	49	---		Note Pad, Pencil
13.	Explain to patient the task you are going to perform	---	---	14	Patient Communications Domain	
14.	Is patient resistive to the task?	50	15	---		
15.	Does patient have any prior needs that should be taken care of before the medication is given?	51	16	---	Patient's Priority of Needs	
16.	Is patient in proper position for administration of medication?	17	52	---		
17.	Is patient restricted as to types of fluids?	53	18	---		
18.	Is patient on oral intake?	54	19	---		
19.	Is medication to be mixed with any fluid?	20	55	---		
20.	Verify amount and type of fluid with which to mix medication	---	---	21	Mixing Medication With Other Substances	
21.	Is medication of the effervescent type?	56	22	---		
22.	Using stirring device, mix medication with fluid as thoroughly as possible to mask flavor or presence of medication	---	---	23		
23.	Is patient able to take medication by self?	24	57	---		
24.	Give medication to patient	---	---	25		
25.	Assist patient with additional water or liquid as needed	---	---	26		
26.	Did patient take all of medication?	27	60	---		
27.	Were there any immediate effects from the medication?	61	28	---		
28.	Make patient comfortable and safe	---	---	29	Patient Comfort & Safety Domain	

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
29. Dispose of any waste materials in proper manner	---	---	30	Medical Asepsis Domain	
30. Are you administering medication to any other patients?	1	31	---		
31. Clean medication tray and put away in proper manner	---	---	32	Medical Asepsis Domain	
32. Chart medication administered and any observations made before, during or after administration	---	---	EOT	Charting Medications	Chart Back Chart Form
33. Prepare medication in proper manner for mode of administration	---	---	2	Prepare Medication Domain	
34. Assemble proper supplies for administration of medication (according to order or patient need)	---	---	3		
35. Lock or secure medication area according to policy of health care agency	---	---	4		
36. Obtain adequate supply of drinking water and cups	---	---	4a		
37. Obtain fluids and utensils needed with which to mix medications	---	---	5		
38. Is patient close at hand?	39	40	---		
39. Take medication to area where patient is located	---	---	9		
40. Is it necessary for patient to have medication before returning to own unit?	42	41	---		
41. Store or dispose of medication in proper manner for circumstances	---	---	EOT	Storing & Disposing of Prepared Medication	
42. Are you able to take medication to patient?	39	43	---		
43. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
44. Are you qualified to give care to a patient in isolation?	45	43	---		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
45. Employ isolation technique for administration of oral medications	---	---	9	Isolation Technique Domain	
46. Does patient have a feeding tube in which the medication is to be placed?	47	43	---		
47. Are you qualified to perform a tube instillation?	48	43	---		
48. Proceed to administer medication employing tube feeding method	---	---	EOT	Tube Instillation Domain	
49. Employ techniques used for patient with whom you cannot communicate	---	---	14	Patient Communications Domain	
50. Employ techniques used for resistive patients	---	---	15	Techniques for Resistive Patient Domain	
51. Administer necessary care as indicated	---	---	16	Priority of Needs	
52. Position patient properly to administer oral medication	---	---	17	Positioning Patient Domain	
53. Give only those fluids permitted for patient	---	---	18	Nutritional Needs Domain	
54. Measure and record all fluids given to patient with medication	---	---	19	Intake & Output Domain	
55. Administer medication according to prescribed method	---	---	EOT	Methods of Administering Medications	
56. Place medication in prescribed amount of fluid and allow to stand until fizzing action is over	---	---	23		Effervescent Medications
57. Can medication be "poured" into patient's mouth?	58	59	---		
58. Place medication, mixed with fluid, to patient's lips and "pour" medication into mouth	---	---	25		
59. Insert straw into medication mixed with fluid and hold to patient's mouth	---	---	25		
60. Repeat step 58 or 59 until all of medication taken	---	---	27		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
61. Are effects of a critical nature?	63	62	---	Patient Assessment Domain	
62. Note effects in order to chart	---	---	28		
63. Report to superior for instructions immediately	---	---	64		
64. Carry out any task requested that you are capable of doing	---	---	28		

TASK ANALYSIS GUIDE

I. Task Statement: Administer Oral Medication To Be Mixed With Food

II. Task Performance Cues: Doctor's Order (stat, standing, routine)
Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Has medication been prepared according to correct method?	2	33	---	Prepare Medications Domain	DRT 1
2. Have proper supplies for administration of medication been assembled?	3	34	---	Prepare Medications Domain	DRT 1 Supplies
3. Has medication area been locked or secured?	4	35	---	Medication Storage	Medication Area
4. Have water and drinking cups been obtained?	4a	36	---	Supplies for Administering Oral Medications	Water pitcher, Drinking Cups, Straw, etc.
4a. Are fluids needed with which to mix medications?	37	5	---	Mixing Medications	Various fluids
5. Wash your hands in adjacent facilities	---	---	6	Handwashing	Sink, Paper Towels Soap
6. Take medication tray, with medications, water, any equipment and medication card (if used) to patient's assigned unit	---	---	7		Medication Tray
7. Is patient in assigned unit?	8	38	---	Patient's Unit	Bed, Side Rail, Chair Overbed Table, Patient
8. Is patient in isolation?	44	9	---	The Isolation Unit	
9. Establish patient's identity (by name band or given method of agency)	---	---	10	Patient Identification Methods	Name Band Bed Name Plate

Administer Oral Medication To Be Mixed With Food

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
10. Make final verification of medication, dosage, time, method of administration	---	---	11	Five Rights of Medication Administration	Medication Card Medication Kardex
11. Is patient conscious?	12	46	---	Levels of Consciousness	
12. Are you able to communicate with patient verbally or non-verbally?	13	49	---		Note Pad, Pencil
13. Explain to patient the task you are going to perform	---	---	14	Patient Communications Domain	
14. Is patient resistive to the task?	50	15	---		
15. Does patient have any prior needs that should be taken care of before the medication is given?	51	16	---	Patient's Priority of Needs	
16. Is patient in proper position for administration of medication?	17	52	---		
17. Is patient restricted as to types of fluids?	53	18	---		
18. Is patient on oral intake?	54	19	---		
19. Is medication to be mixed with any food?	20	55	---		
20. Verify amount and type of food with which to mix medication	---	---	21	Mixing Medication With Other Substances	
21. Obtain indicated and/or permitted food and spoon appropriate amount into small container	---	---	22	Nutritional Needs Domain	Food Substances
22. Using teaspoon, mix medication with just enough food to mask flavor or presence of medication	---	---	23		
23. Is patient able to feed self?	56	24	---		
24. Slowly feed food, containing medication, to patient. Feed all of food	---	---	25	Feeding A Patient	
25. Assist patient with additional water or liquid as needed	---	---	26		
26. Did patient take all of medication mixed with food?	27	58	---		
27. Were there any immediate effects from the medication?	59	28	---		
28. Make patient comfortable and safe	---	---	29	Patient Comfort & Safety Domain	

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
29. Dispose of any waste materials in proper manner	---	---	30	Medical Asepsis Domain	
30. Are you administering medication to any other patients?	1	31	---		
31. Clean medication tray and put away in proper manner	---	---	32	Medical Asepsis Domain	
32. Chart medication administered and any observations made before, during or after administration	---	---	EOT	Charting Medications	Chart Back Chart Form
33. Prepare medication in proper manner for mode of administration	---	---	2	Prepare Medications Domain	
34. Assemble proper supplies for administration of medication (according to order or patient need)	---	---	3		
35. Lock or secure medication area according to policy of health care agency	---	---	4		
36. Obtain adequate supply of drinking water and cups	---	---	4a		
37. Obtain fluids and utensils needed with which to mix medications	---	---	5		
38. Is patient close at hand?	39	40	---		
39. Take medication to area when patient is located	---	---	9		
40. Is it necessary for patient to have medication before returning to own unit?	42	41	---		
41. Store or dispose of medication in proper manner for circumstances	---	---	EOT	Storing & Disposing of Prepared Medication	
42. Are you able to take medication to patient?	39	43	---		
43. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
44. Are you qualified to give care to a patient in isolation?	45	43	---		

Administer Oral Medication To Be Mixed With Food

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
45. Employ isolation technique for administration of oral medications	---	---	9	Isolation Technique Domain	
46. Does patient have a feeding tube in which the medication is to be placed?	47	43	---		
47. Are you qualified to perform a tube instillation?	48	43	---		
48. Proceed to administer medication employing tube feeding method	---	---	EOT	Tube Instillation Domain	
49. Employ techniques used for patient with whom you cannot communicate	---	---	14	Patient Communications Domain	
50. Employ techniques used for resistive patients	---	---	15	Techniques for Resistive Patient Domain	
51. Administer necessary care as indicated	---	---	16	Priority of Needs	
52. Position patient properly to administer oral medication	---	---	17	Positioning Patient Domain	
53. Give only those fluids permitted for patient	---	---	18	Nutritional Needs Domain	
54. Measure and record all fluids given to patient with medication	---	---	19	Intake & Output Domain	
55. Administer medication according to prescribed method	---	---	EOT	Methods of Administering Medications	
56. Explain to patient the purpose of having medication mixed with food substance	---	---	57		
57. Give medication mixed with food to patient to take by her/him self	---	---	25		
58. Inform superior of situation and follow instructions given	---	---	27	Chain of Command	
59. Are effects of a critical nature?	61	60	---		
60. Note effects in order to chart	---	---	28		
61. Report to superior for instructions immediately	---	---	62		
62. Carry out any task requested that you are capable of doing	---	---	28		

TASK ANALYSIS GUIDE

I. Task Statement: Administer Sublingual or Buccal Oral Medication

II. Task Performance Cues: Doctor's Order (stat, standing, routine)
Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
1.	Has medication been prepared according to correct method?	2	33	---	Prepare Medications Domain	DRT 1
2.	Have proper supplies for administration of medication been assembled?	3	34	---	Prepare Medications Domain	DRT 1 Supplies
3.	Has medication area been locked or secured?	4	35	---	Medication Storage	Medication Area
4.	Have water and drinking cups been obtained?	4a	36	---	Supplies for Administering Oral Medications	Water pitcher, Drinking Cups, Straw, etc.
4a.	Are fluids needed with which to mix medications?	37	5	---	Mixing Medications	Various fluids
5.	Wash your hands in adjacent facilities	---	---	6	Handwashing	Sink, Paper Towels Soap
6.	Take medication tray, with medications, water, any equipment and medication card (if used) to patient's assigned unit	---	---	7		Medication Tray
7.	Is patient in assigned unit?	8	38	---	Patient's Unit	Bed, Side Rail, Chair Overbed Table, Patient
8.	Is patient in isolation?	44	9	---	The Isolation Unit	
9.	Establish patient's identity (by name band or given method of agency)	---	---	10	Patient Identification Methods	Name Band Bed Name Plate

inister Sublingual or Buccal Oral Medication

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
10.	Make final verification of medication, dosage, time, method of administration	---	---	11	Five Rights of Medication Administration	Medication Card Medication Kardex
11.	Is patient conscious?	12	43	---	Levels of Consciousness	
12.	Are you able to communicate with patient verbally or non-verbally?	13	46	---		Note Pad, Pencil
13.	Explain to patient the task you are going to perform	---	---	14	Patient Communications Domain	
14.	Is patient resistive to the task?	47	15	---		
15.	Does patient have any prior needs that should be taken care of before the medication is given?	48	16	---	Patient's Priority of Needs	
16.	Is patient in proper position for administration of medication?	17	49	---		
17.	Is patient restricted as to types of fluids?	50	18	---		
18.	Is patient on oral intake?	51	19	---		
19.	Is medication to be mixed with any fluid or food?	52	20	---		
20.	Is medication to be swallowed?	53	21	---		
21.	Explain to patient medication must be held in proper position in mouth until dissolved or removed	---	---	22	Rules for Sublingual or Buccal Medications	
22.	Caution patient not to drink fluid until dissolved or removed	---	---	23		
23.	Place medication under the tongue if sublingual or between gum and jaw if buccal	---	---	24		Sublingual Medication Buccal Medication
24.	Is medication to be held in position until completely dissolved?	25	54	---	Types of Sublingual and Buccal Medications	
25.	Were there any immediate effects from the medication?	26	28	---	Reactions of Sublingual and Buccal Medications	
26.	Were effects of a critical nature?	55	27	---	Effects of Medications	
27.	Note effects in order to chart	---	---	28		
28.	Make patient comfortable and safe	---	---	29	Patient Comfort & Safety Domain	

Administer Sublingual or Buccal Oral Medication

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
29. Dispose of any waste materials in proper manner	---	---	30	Medical Asepsis Domain	
30. Are you administering medication to any other patients?	1	31	---		
31. Clean medication tray and put away in proper manner	---	---	32		
32. Chart medication administered and any observations made before, during or after administration	---	---	EOT	Charting Medications	Chart Back Chart Forms
33. Prepare medication in proper manner for mode of administration	---	---	2		
34. Assemble proper supplies for administration of medication (according to order or patient need)	---	---	3		
35. Lock or secure medication area according to policy of health care agency	---	---	4		
36. Obtain adequate supply of drinking water and cups	---	---	4a		
37. Obtain fluids and utensils needed with which to mix medications	---	---	5		
38. Is patient close at hand?	39	40	---		
39. Take medication to area where patient is located	---	---	9		
40. Is it necessary for patient to have medication before returning to own unit?	42	41	---		
41. Store or dispose of medication in proper manner for circumstance	---	---	EOT	Storing & Dispensing of Prepared Medication	
42. Are you able to take medication to patient?	39	43	---		
43. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
44. Are you qualified to give care to a patient in isolation?	45	43	---		
45. Employ isolation technique for administration of oral medications	---	---	9	Isolation Technique Domain	
46. Employ techniques used for patient with which you cannot communicate	---	---	14	Patient Communications Domain	

Ad[illegible]ister Sublingual or Buccal Oral Medication

TASK ELEMENTS		Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
47.	Employ techniques used for resistive patients	---	---	15	Techniques for Resistive Patient Domain	
48.	Administer necessary care as indicated	---	---	16	Priority of Needs	
49.	Position patient properly to administer oral medication	---	---	17	Positioning Patient Domain	
50.	Give only those fluids permitted for patient	---	---	18	Nutritional Needs Domain	
51.	Measure and record all fluids given to patient with medications	---	---	19		
52.	Mix medication as prescribed by order	---	---	20	Administer Oral Medication Mixed With Fluid or Food	
53.	Give medication in manner prescribed	---	---	25		
54.	Remove undissolved medication at designated time	---	---	25		
55.	Report to superior for instructions immediately	---	---	56		
56.	Carry out any task requested that you are capable of doing	---	---	28		

Attend To Prepared Oral Medications That Cannot Be Administered or Are Wasted

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
29. Take medication to area where patient is located	---	---	21		
30. Are you able to take medication to patient?	29	31	---		
31. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
32. Is medication that cannot be retained a narcotic or controlled drug?	34	33	---		
33. Dump poured medication down closest large-hole drain and flush away with running water	---	---	15	Rules for Disposing of Poured Medications	
34. Obtain assistance of person qualified to count narcotics and controlled medications	---	---	35	Rules for Controlled Drugs	
35. Have assisting person observe you as you dump poured medication down closest large-hole drain and flush away with running water	---	---	36		
36. Obtain signout book for narcotic and controlled drugs	---	---	37		Signout Book
37. Turn to correct drug sheet (for medication destroyed)	---	---	38		Controlled Drug Sheet:
38. Find correct entry of destroyed medication	---	---	39		
39. Indicate medication was wasted according to facility policy (so that medication can be given later if needed)	---	---	15		

tend To Prepared Oral Medications That Cannot Be inistered or Are Wasted

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
11. Can medication be retained to administer to patient later?	12	32	---	Rules for Unadministered Poured Medications	
12. Label medication for storage	---	---	13		
13. Store medication in proper locked facilities	---	---	14		
14. Make notation of whereabouts of poured medication for later administration	---	---	15		
15. Record inability to administer medication on patient's chart according to facility policy	---	---	EOT	Chart Medications	Chart Back Chart Form
16. Prepare medications in proper manner for mode of administration	---	---	2	Prepare Medication Domain	
17. Assemble proper supplies for administration of medication (according to order or patient need)	---	---	3		
18. Lock or secure medication area according to policy of health care agency	---	---	4		
19. Obtain adequate supply of drinking water and cups	---	---	4a		
20. Obtain fluids and utensils needed with which to mix medications	---	---	5		
21. Establish patient's identity according to agency method employing isolation technique if necessary	---	---	22	Administer Oral Medications	
22. Make final verification of medication	---	---	23	Prepare Medications Domain	
23. Explain task to patient or proceed accordingly if unable to communicate	---	---	24	Communications Domain	
24. Care for prior needs and position patient if indicated	---	---	25	Priority of Needs	
25. Administer medication according to situation and prescribed methods	---	---	26		
26. Make patient comfortable and safe	---	---	27	Comfort and Safety Domain	
27. Clean up and dispose of wastes in proper manner	---	---	28	Medical Asepsis Domain	
28. Chart medication and observations properly	---	---	EOT	Charting Medications	

TASK ANALYSIS GUIDE

I. Task Statement: Attend To Prepared Oral Medications That Cannot Be Administered or Are Wasted

II. Task Performance Cues: Patient unavailable for medication
Patient refused medication

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
1. Has medication been prepared according to correct method?	2	16	---	Prepare Medications Domain	DRT 1
2. Have proper supplies for administration of medication been assembled?	3	17	---	Prepare Medications Domain	DRT 1
3. Has medication area been locked or secured?	4	18	---	Medication Storage	Medication Area
4. Have water and drinking cups been obtained?	4a	19	---	Supplies for Administering Oral Medications	Water pitcher, Drinkin Cups, Straw, etc.
4a. Are fluids needed with which to mix medications?	20	5	---	Mixing Medications	Various fluids
5. Wash your hands in adjacent facilities	---	---	6	Handwashing	Sink, Paper Towels Soap
6. Take medication tray, with medications, water, any equipment and medication card (if used) to patient's assigned unit	---	---	7		
7. Is patient in assigned unit?	21	8	---	Patient's Unit	Bed, Side Rail, Chair Overbed Table, Patient
8. Is patient close at hand?	29	9	---		
9. Is it necessary for patient to have medication before returning to own unit?	30	10	---		
10. Take medication back to medication area	---	---	11		

Common SubTasks For

Domain

ADMINISTER ORAL MEDICATIONS TO A PATIENT

Administer Oral Medications	Administer Oral Medications To Be Mixed With Fluid	Administer Oral Medications To Be Mixed With Food	Administer Sublingual or Buccal Medications	Attend To Prepared Oral Medications That Cannot Be Administered or Are Wasted
1. Check medication & Supplies (1,2,3,4,4a,32,33,34,35,35a)	1. (1,2,3,4,4a,33,34,35,36,37)	1. (1,2,3,4,4a,33,34,35,36,37)	1. (1,2,3,4,4a,33,34,35,36,37)	1. (1,2,3,4,4a,16,17,18,19,20)
2. Wash Hands (5)	2. (5)	2. (5)	2. (5)	2. (5)
3. Transport Medications (6,37)	3. (6,39)	3. (6,39)	3. (6,39)	3. (6,10,29)
4. Locate & Identify Patient (7,8,9,36,38,40)	4. (7,8,9,38,40,42)	4. (7,8,9,38,40,42)	4. (7,8,9,30,38,40,42)	4. (7,8,9,21,30)
5. Prepare Patient (11,12,13,14,15,16,42,43,44,45,47,48,49,50)	5. (11,12,13,14,15,16,44,45,46,47,49,50 51,52)	5. (11,12,13,14,15,16,44,45,46,47,49,50,51,52)	5. (11,12,13,14,15,16,44,45,46,47,48,49,50)	5. (23,24)
6. Final Verification/ Preparation (10,17,18,19,20,21,22,29,51,52,53,55)	6. (10,17,18,19,20,21,22,30,53,56,57)	6. (10,17,18,19,20,21 22,30,53)	6. (10,17,18,19,20,21,22,52)	6. (22)
7. Administer Medication (23,23a,24,25,46,54,55a,56,57,58,59)	7. (23,24,25,26,48,55,58,59,60)	7. (23,24,25,26,48,55,56,57)	7. (23,24,53,54)	7. (25)
8. Observation (26,60,61,62)	8. (27,61)	8. (27,59)	8. (25,26)	8. (25)
9. Patient Comfort (27,65)	9. (28,64)	9. (28,62)	9. (28,56)	9. (26)
10. Clean Up, Storage & Disposal (28,30,39)	10. (29,31,41)	10. (29,31,41)	10. (29,31,41)	10. (11,12,13,14,27,32,33,34,35)
11. Record/Report (31,41,63,64)	11. (32,43,54,62,63)	11. (32,43,54,58,60,61)	11. (27,32,43,51,55)	11. (15,28,31,36,37,38,39)

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Patient Communications; Positioning Patients; Nutritional Needs; Medication Effects; Prepare Medications
Domain: Administer Oral Medications To A Patient
Task: Administer Oral Medications
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
1. Check Medications & Supplies *(1,2,3,4,4a,32, 33,34,35,35a)	1. Prepare Oral Medications Domain a. prepare medications b. organize to administer c. lock up		1. Prepare Oral Medications DRT	
2. Wash Hands *(5)	1. Medical Asepsis Domain a. handwash b. supplies for handwashing		1. Perform indicated handwash a. 30 second b. 60 second c. 2 minute	
3. Transport Medications *(6,37)	1. Systems for Dispensing Medications a. Kardex b. medication card 2. Equipment for Dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for Dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication given f. start date g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication, water, any supplies needed and medication card (if used) to patient's assigned unit a. via medication tray b. via portable medication cart c. via rolling medication cabinet	

[illegible]sk: Administer Oral Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
3. Transport Medications (cont.)	4. Method of Dispensing a. Kardex (1) medication for individual patient poured (2) placed on small tray (3) taken immediately to patient (4) Kardex changed with order b. medication card (1) each card placed on tray or cart (2) medication on top of or in front of card (3) multiple medications may be prepared (4) medication card remains with medication (5) card destroyed when order changed 5. Rules for Transporting a. poured medication must be attended or locked up b. use proper equipment c. check carded medication frequently			
4. Locate & Identify Patient *(7,8,9,36,38, 40,47)	1. Method of Establishing Location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Task: Administer Oral Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
4. Locate & Identify Patient (cont.)	1. Cont. d. verify location in another area by phone e. verify location in another area by going there 2. Methods of Identifying Patient a. address by name b. check bed tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Reasons for Taking Medication to Another Area a. medication unavailable where located b. critical medication (e.g., insulin) c. accommodate patient 4. Reasons for Omitting or Delaying Medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/refusal			
5. Prepare Patient *(11,12,13,14,15, 16,42,43,44,45, 48,49,50)	1. Awareness of Patient a. conscious b. semi-conscious c. unconscious		1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. feeding tube	

sk: Administer Oral Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Prepare Patient (cont.)	2. Communications a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive Patients a. persuasion methods (1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of Needs a. critical circumstances (1) breathing (2) heart beat (3) choking (4) hemorrhage (5) shock b. necessities (1) physical comfort (2) elimination (3) anxieties 5. Positioning a. Fowler's b. Semi-Fowler's c. others (1) must be able to swallow (2) need straw, feeding cup, etc.		3. Cont. c. communication d. persuasion e. priorities f. positioning	

Task: Administer Oral Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Prepare Patient (cont.)	6. Isolation or Reverse-Isolation Domain a. be qualified b. adapt accordingly 7. Instilling Tubes Domain a. be qualified b. adapt accordingly			
6. Final Verification/Preparation *(10,17,18,19,20, 21,22,29,51,52,53, 55)	1. Final Verification a. prepare oral medication domain (1) verify order (2) select correct medication (3) prepare medication 2. Nutritional Needs Domain a. diets b. specialized foods c. specialized fluids d. diet manual 3. Intake & Output Domain a. measuring intake b. intake restrictions c. recording intake 4. Mixing Medications a. fluids b. food 5. Opening Unit-Dose Medication a. types (1) solids (2) liquids (3) semi-solids b. method (1) peel open (2) medical asepsis		1. Make final verification of medication, dosage, time & method of administration 2. Make final verification on fluid restrictions 3. Measure and record all fluids given to patient with medication (if indicated) 4. Mix medication as prescribed (if indicated) 5. Peel protective covering away from unit-dose medication container maintaining medical asepsis 6. Adhere to rules for special medications, e.g., cough or corrosive medications	

sk: Administer Oral Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the doma
6. Final Verification/Preparation (Cont.)	6. Special Rules a. cough medications b. corrosive medications c. antagonizing medications			
7. Administer Medication *(23,23a,24,25,46, 54,55a,56,57,58, 59)	1. Amount of Assistance a. alertness of patient b. state of patient's health c. capacities of patient (1) physical (2) psychological 2. Methods of Assistance a. partial assistance (1) hand medication to patient (2) hand fluids to patient (3) offer fluids to patient (4) instruct patient (a) placement of medication (b) fluids or food to be taken or avoided (c) time factors b. total administration (1) give liquids to assist medication (2) pour medication into patient's mouth (3) place medications back in mouth (4) give liquids after medication		1. Give medication to patient if capable 2. Assist patient with water or liquid as needed for self administration 3. Give liquids before medication (if needed) 4. Pour or place medications in patient's mouth (if indicated) 5. Give liquids after medication	

Task: Administer Oral Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
8. Observation *(26,60,61,62)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative b. two or more medications (1) additive (2) antagonistic (3) interaction (4) summative (5) toxic		1. Observe patient for effects from prior dosages of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. Attain assistance, if needed, for effects from medication	

Task: Administer Oral Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
9. Patient Comfort *(27,65)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)		1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	
10. Clean Up, Storage and Disposal *(28,30,39)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patient's room 3. Rules for Storing and Disposing of Medications Not Administered		1. Dispose of any waste materials in proper manner 2. Clean medication tray and put away in proper manner 3. Store or dispose of medication not administered in proper manner for circumstances	
11. Record/Report *(31,41,63,64)	1. Chart Medication Administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms		1. Chart medication administered and any observations made before, during or after administration	

Task: Administer Oral Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
11. Record/Report (cont.)	b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulations 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects		2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Patient Communications; Positioning Patients; Nutritional Needs; Medication Effects; Prepare Medications
Domain: Administer Oral Medications To A Patient
Task: Administer Oral Medications to be Mixed with Food
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
1. Check Medications & Supplies *(1,2,3,4,4a,33, 34,35,36,37)	1. Prepare Oral Medications Domain a. prepare medications b. organize to administer c. lock up		1. Prepare Oral Medications DRT	
2. Wash Hands *(5)	1. Medical Asepsis Domain a. handwash b. supplies for handwashing		1. Perform indicated handwash a. 30 second b. 60 second c. 2 minute	
3. Transport Medications *(6,39)	1. Systems for Dispensing Medications a. Kardex b. medication card 2. Equipment for Dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for Dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication given f. start date g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication, water, any supplies needed and medication card (if used) to patient's assigned unit a. via medication tray b. via portable medication cart c. via rolling medication cabinet	

Task: Administer Oral Medications to be Mixed with Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
3. Transport Medications (cont.)	4. Method of Dispensing a. Kardex (1) medication for individual patient poured (2) placed on small tray (3) taken immediately to patient (4) Kardex changed with order b. medication card (1) each card placed on tray or cart (2) medication on top of or in front of card (3) multiple medications may be prepared (4) medication card remains with medication (5) card destroyed when order changed 5. Rules for Transporting a. poured medication must be attended or locked up b. use proper equipment c. check carded medication frequently			
4. Locate & Identify Patient *(7,8,9,38,40,42)	1. Method of Establishing Location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

sk: Administer Oral Medications to be Mixed wi ood

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
4. Locate & Identify Patient (cont.)	1. Cont. d. verify location in another area by phone e. verify location in another area by going there 2. Methods of Identifying Patient a. address by name b. check bed tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Reasons for Taking Medication to Another Area a. medication unavailable where located b. critical medication (e.g., insulin) c. accommodate patient 4. Reasons for Omitting or Delaying Medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/refusal			
5. Prepare Patient *(11,12,13,14,15, 16,44,45,46,47,49, 50,51,52)	1. Awareness of Patient a. conscious b. semi-conscious c. unconscious		1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. feeding tube	

Task: Administer Oral Medications to be MIxed with Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Prepare Patient (cont.)	2. Communications a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive Patients a. persuasion methods (1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of Needs a. critical circumstances (1) breathing (2) heart beat (3) choking (4) hemorrhage (5) shock b. necessities (1) physical comfort (2) elimination (3) anxieties 5. Positioning a. Fowler's b. Semi-Fowler's c. others (1) must be able to swallow (2) need straw, feeding cup, etc.		3. Cont. c. communication d. persuasion e. priorities f. positioning	

sk: Administer Oral Medications to be Mixed wit ood

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Prepare Patient (cont.)	6. Isolation or Reverse-Isolation Domain a. be qualified b. adapt accordingly 7. Instilling Tubes Domain a. be qualified b. adapt accordingly			
6. Final Verification/Preparation *(10,17,18,19,20,21,22,30,53)	1. Final Verification a. prepare oral medication domain (1) verify order (2) select correct medication (3) prepare medication 2. Nutritional Needs Domain a. diets b. specialized foods c. specialized fluids d. diet manual 3. Intake & Output Domain a. measuring intake b. intake restrictions c. recording intake 4. Mixing Medications a. fluids b. food 5. Opening Unit-Dose Medication a. types (1) solids (2) liquids (3) semi-solids b. method (1) peel open (2) medical asepsis	1. Mixing medication with food a. types of medications (1) crushed solids (2) powders (3) liquids b. types of foods (1) applesauce (2) jelly (3) custards (4) liked soft food c. reasons for mixing with food (1) make medication easier to swallow (2) administer to resistive patient d. supplies for mixing (1) dish (2) spoon (3) food e. methods of mixing (1) crushed solids (2) powders (3) liquids	1. Make final verification of medication, dosage, time & method of administration 2. Make final verification on fluid restrictions 3. Measure and record all fluids given to patient with medication (if indicated) 4. Mix medication as prescribed (if indicated) 5. Peel protective covering away from unit-dose medication container maintaining medical asepsis 6. Adhere to rules for special medications, e.g., cough or corrosive medications	1. Verify amount and type of fo with which to mix medication 2. Obtain indicat and/or permitt food and spoon appropriate amount into small dish-typ container 3. Using teaspoon mix medication with just enou food to mask flavor or presence of medication

Task: Administer Oral Medications to be Mixed with Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific task in the doma
6. Final Verification/Preparation (Cont.)	6. Special Rules a. cough medications b. corrosive medications c. antagonizing medications			
7. Administer Medication *(23,24,25,26,48, 55,56,57,)	1. Amount of Assistance a. alertness of patient b. state of patient's health c. capacities of patient (1) physical (2) psychological 2. Methods of Assistance a. partial assistance (1) hand medication to patient (2) hand fluids to patient (3) offer fluids to patient (4) instruct patient (a) placement of medication (b) fluids or food to be taken or avoided (c) time factors b. total administration (1) give liquids to assist medication (2) pour medication into patient's mouth (3) place medications back in mouth (4) give liquids after medication	1. Rules for administering medication mixed with food a. explain if indicated b. avoid telling patient if indicated c. administer all of food for full dosage d. assist patient (1) partially (2) totally	1. Give medication to patient if capable 2. Assist patient with water or liquid as needed for self administration 3. Give liquids before medication (if needed) 4. Pour or place medications in patient's mouth (if indicated) 5. Give liquids after medication	1. Explain to patient the purpose of having medication mixed with food substance if indicated 2. Administer al of food to gi full dosage 3. Give medicati mixed with fo to patient to take by self, if indicated 4. Slowly feed food, contain medication to patient

Task: Administer Oral Medications to be Mixed with Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
8. Observation *(27,59)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative b. two or more medications (1) additive (2) antagonistic (3) interaction (4) summative (5) toxic		1. Observe patient for effects from prior dosages of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. Attain assistance, if needed, for effects from medication	

Task: Administer Oral Medications to be Mixed with Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
9. Patient Comfort *(28,62)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)		1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	
10. Clean Up, Storage and Disposal *(29,31,41)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patient's room 3. Rules for Storing and Disposing of Medications Not Administered		1. Dispose of any waste materials in proper manner 2. Clean medication tray and put away in proper manner 3. Store or dispose of medication not administered in proper manner for circumstances	
11. Record/Report *(32,43,54,58, 60,61)	1. Chart Medication Administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms		1. Chart medication administered and any observations made before, during or after administration	1. Report food no eaten to superior 2. Follow instructions given i capable

sk: Administer Oral Medications to be Mixed wi Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
11. Record/Report (cont.)	b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulations 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects		2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Patient Communications; Positioning Patients; Nutritional Needs; Medication Effects; Prepare Medications
Domain: Administer Oral Medications To A Patient
Task: Administer Oral Medications To Be Mixed With Fluid
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
1. Check Medications & Supplies *(1,2,3,4,4a,33, 34,35,36,37,)	1. Prepare Oral Medications Domain a. prepare medications b. organize to administer c. lock up		1. Prepare Oral Medications DRT	
2. Wash Hands *(5)	1. Medical Asepsis Domain a. handwash b. supplies for handwashing		1. Perform indicated handwash a. 30 second b. 60 second c. 2 minute	
3. Transport Medications *(6,39)	1. Systems for Dispensing Medications a. Kardex b. medication card 2. Equipment for Dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for Dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication given f. start date g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication, water, any supplies needed and medication card (if used) to patient's assigned unit a. via medication tray b. via portable medication cart c. via rolling medication cabinet	

Task: Administer Oral Medications To Be Mixed With Fluid

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the doma
3. Transport Medications (cont.)	4. Method of Dispensing a. Kardex (1) medication for individual patient poured (2) placed on small tray (3) taken immediately to patient (4) Kardex changed with order b. medication card (1) each card placed on tray or cart (2) medication on top of or in front of card (3) multiple medications may be prepared (4) medication card remains with medication (5) card destroyed when order changed 5. Rules for Transporting a. poured medication must be attended or locked up b. use proper equipment c. check carded medication frequently			
4. Locate & Identify Patient *(7,8,9,38, 40,42)	1. Method of Establishing Location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Task: Administer Oral Medications To Be Mixed With Fluid

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
4. Locate & Identify Patient (cont.)	1. Cont. d. verify location in another area by phone e. verify location in another area by going there 2. Methods of Identifying Patient a. address by name b. check bed tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Reasons for Taking Medication to Another Area a. medication unavailable where located b. critical medication (e.g., insulin) c. accommodate patient 4. Reasons for Omitting or Delaying Medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/refusal			
5. Prepare Patient *(11,12,13,14,15, 16,44,45,46,47,49, 50,51,52)	1. Awareness of Patient a. conscious b. semi-conscious c. unconscious		1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. feeding tube	

[illegible]sk: Administer Oral Medications To Be Mixed Wi[illegible] Fluid

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Prepare Patient (cont.)	2. Communications a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive Patients a. persuasion methods (1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of Needs a. critical circumstances (1) breathing (2) heart beat (3) choking (4) hemorrhage (5) shock b. necessities (1) physical comfort (2) elimination (3) anxieties 5. Positioning a. Fowler's b. Semi-Fowler's c. others (1) must be able to swallow (2) need straw, feeding cup, etc.		3. Cont. c. communication d. persuasion e. priorities f. positioning	

Task: Administer Oral Medications To Be Mixed With Fluid

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Prepare Patient (cont.)	6. Isolation or Reverse-Isolation Domain a. be qualified b. adapt accordingly 7. Instilling Tubes Domain a. be qualified b. adapt accordingly			
6. Final Verification/Preparation *(10,17,18,19, 20,21,22,30,53, 56,57)	1. Final Verification a. prepare oral medication domain (1) verify order (2) select correct medication (3) prepare medication 2. Nutritional Needs Domain a. diets b. specialized foods c. specialized fluids d. diet manual 3. Intake & Output Domain a. measuring intake b. intake restrictions c. recording intake 4. Mixing Medications a. fluids b. food 5. Opening Unit-Dose Medication a. types (1) solids (2) liquids (3) semi-solids b. method (1) peel open (2) medical asepsis	1. Mixing medications with fluids a. types of medications (1) crushed solids (2) powders (3) effervescents (4) liquids b. types of fluids (1) water (2) juices (3) milk c. reasons for mixing medications with fluid (1) protect teeth (2) protect mucous membrane (3) enhance action of medication (4) make medication more palatable d. supplies for mixing medications (1) glass (2) straw (3) stir rod (4) medicine dropper (5) fluids e. methods of mixing medications (1) crushed solids	1. Make final verification of medication, dosage, time & method of administration 2. Make final verification on fluid restrictions 3. Measure and record all fluids given to patient with medication (if indicated) 4. Mix medication as prescribed (if indicated) 5. Peel protective covering away from unit-dose medication container maintaining medical asepsis 6. Adhere to rules for special medications, e.g., cough or corrosive medications	1. Verify amount & type of flui with which to mix medication 2. If not efferve cent medicatio using stirring device, mix medication wit fluid as thoroughly as poss ible to mask flavor or presence of medication 3. For efferves-cent medicatio place medicati in prescribed amount of flui & allow to sta until fizzing action is over 4. Verify it time will alter mix medication

[illegible]k: Administer Oral Medications To Be Mixed Wit[illegible]luid

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
6. Final Verification/Preparation (Cont.)	6. Special Rules a. cough medications b. corrosive medications c. antagonizing medications	1. e. (cont.) (2) powders (3) effervescents (4) liquids		
7. Administer Medication *(23,24,25,26,48, 55,58,59,60)	1. Amount of Assistance a. alertness of patient b. state of patient's health c. capacities of patient (1) physical (2) psychological 2. Methods of Assistance a. partial assistance (1) hand medication to patient (2) hand fluids to patient (3) offer fluids to patient (4) instruct patient (a) placement of medication (b) fluids or food to be taken or avoided (c) time factors b. total administration (1) give liquids to assist medication (2) pour medication into patient's mouth (3) place medications back in mouth (4) give liquids after medication	1. Rules for administering medications mixed with fluids a. protection of teeth and mucous membrane of mouth b. must take all for proper dosage c. may need to take all before state changes	1. Give medication to patient if capable 2. Assist patient with water or liquid as needed for self administration 3. Give liquids before medication (if needed) 4. Pour or place medications in patient's mouth (if indicated) 5. Give liquids after medication	1. For medication that may damag teeth or mucou membrane, be certain to administer wit straw 2. Administer all of fluid to give entire dosage 3. Administer flu in proper time span for necessary effectiveness

Task: Administer Oral Medications To Be Mixed With Fluid

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
8. Observation *(27,61)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative b. two or more medications (1) additive (2) antagonistic (3) interaction (4) summative (5) toxic		1. Observe patient for effects from prior dosages of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. Attain assistance, if needed, for effects from medication	

Task: Administer Oral Medications To Be Mixed With Fluid

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
9. Patient Comfort *(28,64)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)		1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	
10. Clean Up, Storage and Disposal *(29,31,41)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patient's room 3. Rules for Storing and Disposing of Medications Not Administered		1. Dispose of any waste materials in proper manner 2. Clean medication tray and put away in proper manner 3. Store or dispose of medication not administered in proper manner for circumstances	
11. Record/Report *(32,43,54,62,63)	1. Chart Medication Administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms		1. Chart medication administered and any observations made before, during or after administration	

Task: Administer Oral Medications To Be Mixed With Fluid

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
11. Record/Report (cont.)	b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulations 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects		2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Patient Communications; Positioning Patients; Nutritional Needs; Medication Effects; Prepare Medications
Domain: Administer Oral Medications To A Patient
Task: Administer Sublingual or Buccal Medications
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
1. Check Medications & Supplies *(1,2,3,4,4a,33, 34,35,36,37)	1. Prepare Oral Medications Domain a. prepare medications b. organize to administer c. lock up		1. Prepare Oral Medications DRT	
2. Wash Hands *(5)	1. Medical Asepsis Domain a. handwash b. supplies for handwashing		1. Perform indicated handwash a. 30 second b. 60 second c. 2 minute	
3. Transport Medications *(6,39)	1. Systems for Dispensing Medications a. Kardex b. medication card 2. Equipment for Dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for Dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication given f. start date g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication, water, any supplies needed and medication card (if used) to patient's assigned unit a. via medication tray b. via portable medication cart c. via rolling medication cabinet	

Task: Administer Sublingual or Buccal Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific task in the doma
3. Transport Medications (cont.)	4. Method of Dispensing a. Kardex (1) medication for individual patient poured (2) placed on small tray (3) taken immediately to patient (4) Kardex changed with order b. medication card (1) each card placed on tray or cart (2) medication on top of or in front of card (3) multiple medications may be prepared (4) medication card remains with medication (5) card destroyed when order changed 5. Rules for Transporting a. poured medication must be attended or locked up b. use proper equipment c. check carded medication frequently			
4. Locate & Identify Patient *(7,8,9,30,38, 40,42)	1. Method of Establishing Location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

sk: Administer Sublingual or Buccal Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
4. Locate & Identify Patient (cont.)	1. Cont. d. verify location in another area by phone e. verify location in another area by going there 2. Methods of Identifying Patient a. address by name b. check bed tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Reasons for Taking Medication to Another Area a. medication unavailable where located b. critical medication (e.g., insulin) c. accommodate patient 4. Reasons for Omitting or Delaying Medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/refusal			
5. Prepare Patient *(11,12,13,14,15, 16,44,45,46,47, 48,49,50)	1. Awareness of Patient a. conscious b. semi-conscious c. unconscious		1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. feeding tube	

Task: Administer Sublingual or Buccal Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Prepare Patient (cont.)	2. Communications a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive Patients a. persuasion methods (1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of Needs a. critical circumstances (1) breathing (2) heart beat (3) choking (4) hemorrhage (5) shock b. necessities (1) physical comfort (2) elimination (3) anxieties 5. Positioning a. Fowler's b. Semi-Fowler's c. others (1) must be able to swallow (2) need straw, feeding cup, etc.		3. Cont. c. communication d. persuasion e. priorities f. positioning	

Task: Administer Sublingual or Buccal Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Prepare Patient (cont.)	6. Isolation or Reverse-Isolation Domain a. be qualified b. adapt accordingly 7. Instilling Tubes Domain a. be qualified b. adapt accordingly			
6. Final Verification/Preparation *(10,17,18,19,20,21,22,52)	1. Final Verification a. prepare oral medication domain (1) verify order (2) select correct medication (3) prepare medication 2. Nutritional Needs Domain a. diets b. specialized foods c. specialized fluids d. diet manual 3. Intake & Output Domain a. measuring intake b. intake restrictions c. recording intake 4. Mixing Medications a. fluids b. food 5. Opening Unit-Dose Medication a. types (1) solids (2) liquids (3) semi-solids b. method (1) peel open (2) medical asepsis	1. Reasons for sublingual or buccal medications a. absorption b. distribution c. control 2. Rules for sublingual or buccal medication a. location b. duration c. no fluids	1. Make final verification of medication, dosage, time & method of administration 2. Make final verification on fluid restrictions 3. Measure and record all fluids given to patient with medication (if indicated) 4. Mix medication as prescribed (if indicated) 5. Peel protective covering away from unit-dose medication container maintaining medical asepsis 6. Adhere to rules for special medications, e.g., cough or corrosive medications	1. Explain to patient medication must be held in proper position in mouth until dissolved or removed 2. Caution patien not to drink fluid until dissolved or removed

Task: Administer Sublingual or Buccal Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
6. Final Verification/Preparation (Cont.)	6. Special Rules a. cough medications b. corrosive medications c. antagonizing medications			
7. Administer Medication *(23,24,53,54)	1. Amount of Assistance a. alertness of patient b. state of patient's health c. capacities of patient (1) physical (2) psychological 2. Methods of Assistance a. partial assistance (1) hand medication to patient (2) hand fluids to patient (3) offer fluids to patient (4) instruct patient (a) placement of medication (b) fluids or food to be taken or avoided (c) time factors b. total administration (1) give liquids to assist medication (2) pour medication into patient's mouth (3) place medications back in mouth (4) give liquids after medication	1. Administer sublingual or buccal medications a. under tongue b. between gum and jaw c. check time - remove if indicated d. check effects closely	1. Give medication to patient if capable 2. Assist patient with water or liquid as needed for self administration 3. Give liquids before medication (if needed) 4. Pour or place medications in patient's mouth (if indicated) 5. Give liquids after medication	1. Place medicati under the tong if sublingual between gum an jaw if buccal 2. Check effects medication frequently, if indicated 3. Remove undisol ed medication at designated time, if indicated

Task: Administer Sublingual or Buccal Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
8. Observation *(25,26)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative b. two or more medications (1) additive (2) antagonistic (3) interaction (4) summative (5) toxic		1. Observe patient for effects from prior dosages of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. Attain assistance, if needed, for effects from medication	

Task: Administer Sublingual or Buccal Medications

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
9. Patient Comfort	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)		1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	
10. Clean Up, Storage and Disposal *(29,31,41)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patient's room 3. Rules for Storing and Disposing of Medications Not Administered		1. Dispose of any waste materials in proper manner 2. Clean medication tray and put away in proper manner 3. Store or dispose of medication not administered in proper manner for circumstances	
11. Record/Report *(29,32,43,51,55)	1. Chart Medication Administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms		1. Chart medication administered and any observations made before, during or after administration	

sk: Administer Sublingual or Buccal Medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
11. Record/Report (cont.)	b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulations 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects		2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Patient Communications; Positioning Patients; Nutritional Needs; Medication Effects; Prepare Medications
Domain: Administer Oral Medications To A Patient
Task: Attend To Prepared Oral Medications That Cannot Be Administered Or Are Wasted
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
1. Check Medications & Supplies *(1,2,3,4,4a,16, 17,18,19,20)	1. Prepare Oral Medications Domain a. prepare medications b. organize to administer c. lock up		1. Prepare Oral Medications DRT	
2. Wash Hands *(5)	1. Medical Asepsis Domain a. handwash b. supplies for handwashing		1. Perform indicated handwash a. 30 second b. 60 second c. 2 minute	
3. Transport Medications *(6,10,29)	1. Systems for Dispensing Medications a. Kardex b. medication card 2. Equipment for Dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for Dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication given f. start date g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication, water, any supplies needed and medication card (if used) to patient's assigned unit a. via medication tray b. via portable medication cart c. via rolling medication cabinet	1. Take medication back to medication area

sk: Attend To Prepared Oral Medications That Ca[illegible]t Be Administered Or Are Wasted

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific task in the doma
3. Transport Medications (cont.)	4. Method of Dispensing a. Kardex (1) medication for individual patient poured (2) placed on small tray (3) taken immediately to patient (4) Kardex changed with order b. medication card (1) each card placed on tray or cart (2) medication on top of or in front of card (3) multiple medications may be prepared (4) medication card remains with medication (5) card destroyed when order changed 5. Rules for Transporting a. poured medication must be attended or locked up b. use proper equipment c. check carded medication frequently			
4. Locate & Identify Patient *(7,8,9,21,30)	1. Method of Establishing Location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Task: Attend To Prepared Oral Medications That Cannot Be Administered Or Are Wasted

Sub Task	**Cell 1** **Cognitive knowledge (generalizable) common to all tasks in the domain**	**Cell 2** **Cognitive knowledge specific to a task in the domain**	**Cell 3** **Skills (transferable) common to all tasks in the domain**	**Cell 4** **Skills specific to task in the domai**
4. Locate & Identify Patient (cont.)	1. Cont. d. verify location in another area by phone e. verify location in another area by going there 2. Methods of Identifying Patient a. address by name b. check bed tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Reasons for Taking Medication to Another Area a. medication unavailable where located b. critical medication (e.g., insulin) c. accommodate patient 4. Reasons for Omitting or Delaying Medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/refusal			
5. Prepare Patient *(23,24)	1. Awareness of Patient a. conscious b. semi-conscious c. unconscious		1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. feeding tube	

k: Attend To Prepared Oral Medications That Ca ot Be Administered Or Are Wasted

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Prepare Patient (cont.)	2. Communications a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive Patients a. persuasion methods (1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of Needs a. critical circumstances (1) breathing (2) heart beat (3) choking (4) hemorrhage (5) shock b. necessities (1) physical comfort (2) elimination (3) anxieties 5. Positioning a. Fowler's b. Semi-Fowler's c. others (1) must be able to swallow (2) need straw, feeding cup, etc.		3. Cont. c. communication d. persuasion e. priorities f. positioning	

Task: Attend To Prepared Oral Medications That Cannot Be Administered Or Are Wasted

Sub Task	**Cell 1** **Cognitive knowledge (generalizable) common to all tasks in the domain**	**Cell 2** **Cognitive knowledge specific to a task in the domain**	**Cell 3** **Skills (transferable) common to all tasks in the domain**	**Cell 4** **Skills specific t task in the domai**
5. Prepare Patient. (cont.)	6. Isolation or Reverse-Isolation Domain a. be qualified b. adapt accordingly 7. Instilling Tubes Domain a. be qualified b. adapt accordingly			
6. Final Verification/Preparation *(22)	1. Final Verification a. prepare oral medication domain (1) verify order (2) select correct medication (3) prepare medication 2. Nutritional Needs Domain a. diets b. specialized foods c. specialized fluids d. diet manual 3. Intake & Output Domain a. measuring intake b. intake restrictions c. recording intake 4. Mixing Medications a. fluids b. food 5. Opening Unit-Dose Medication a. types (1) solids (2) liquids (3) semi-solids b. method (1) peel open (2) medical asepsis		1. Make final verification of medication, dosage, time & method of administration 2. Make final verification on fluid restrictions 3. Measure and record all fluids given to patient with medication (if indicated) 4. Mix medication as prescribed (if indicated) 5. Peel protective covering away from unit-dose medication container maintaining medical asepsis 6. Adhere to rules for special medications, e.g., cough or corrosive medications	

Task: Attend To Prepared Oral Medications That Cannot Be Administered Or Are Wasted

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
6. Final Verification/Preparation (Cont.)	6. Special Rules a. cough medications b. corrosive medications c. antagonizing medications			
7. Administer Medication *(25)	1. Amount of Assistance a. alertness of patient b. state of patient's health c. capacities of patient (1) physical (2) psychological 2. Methods of Assistance a. partial assistance (1) hand medication to patient (2) hand fluids to patient (3) offer fluids to patient (4) instruct patient (a) placement of medication (b) fluids or food to be taken or avoided (c) time factors b. total administration (1) give liquids to assist medication (2) pour medication into patient's mouth (3) place medications back in mouth (4) give liquids after medication		1. Give medication to patient if capable 2. Assist patient with water or liquid as needed for self administration 3. Give liquids before medication (if needed) 4. Pour or place medications in patient's mouth (if indicated) 5. Give liquids after medication	

Task: Attend To Prepared Oral Medications That Cannot Be Administered Or Are Wasted

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
8. Observation *(25)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative b. two or more medications (1) additive (2) antagonistic (3) interaction (4) summative (5) toxic		1. Observe patient for effects from prior dosages of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. Attain assistance, if needed, for effects from medication	

Task: Attend To Prepared Oral Medications That Cannot Be Administered Or Are Wasted

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
10. Clean Up, Storage and Disposal (Cont.				5. Have qualified person observe you as you dump unrtainable poured controlle medication down closest large-hole drain and flush away with running water
11. Record/Report *(15,28,31,36, 37,38,39)	1. Chart Medication Administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources	1. Rules for recording/reporting unadministered medications a. patient's chart b. report sheet c. controlled drug book (1) retainable (2) unretainable	1. Chart medication administered and any observations made before, during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	1. Record inability to administer medication on patient's chart according to facility policy 2. Obtain signout book for unadmin stered controlle medications 3. Find correct ent of destroyed con trolled medications 4. Indicate controlled medicati was wasted accor ing to facility policy (so that medication can b given later if needed)

Task: Attend To Prepared Oral Medications That Cannot Be Administered Or Are Wasted

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
9. Patient Comfort *(26)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)		1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	
10. Clean Up, Storage and Disposal *(11,12,13,14,27, 32,33,34,35)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patient's room 3. Rules for Storing and Disposing of Medications Not Administered	1. Rules for unadministered poured medications a. retainable medication (1) facility policies (2) storage methods b. unretainable medication (1) disposal methods (a) general medication (b) controlled medication	1. Dispose of any waste materials in proper manner 2. Clean medication tray and put away in proper manner 3. Store or dispose of medication not administered in proper manner for circumstances	1. Label retainable medication for storage 2. Store retainable medication in proper locked facilities acco ing to facility policies 3. Make notations whereabouts of retainable poure medications for later administra tion 4. Dump unretainab poured general medication down closest large-hole drain and flush away with running water

Task: Attend To Prepared Oral Medications That Cannot Be Administered Or Are Wasted

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
11. Record/Report (cont.)	2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulations 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects			

APPENDIX A

Task analysis for Domain: Administer Oral Medications To A Patient

- Administer Oral Medications
- Administer Oral Medications To Be Mixed With Fluid
- Administer Oral Medications To Be Mixed With Food
- Administer Sublingual or Buccal Medications
- Attend To Prepared Oral Medications That Cannot Be Administered or Are Wasted

Common Sub Tasks for the Domain

Learning Content Identification

- Administer Oral Medications
- Administer Oral Medications To Be Mixed With Fluid
- Administer Oral Medications To Be Mixed With Food
- Administer Sublingual or Buccal Medications
- Attend To Prepared Oral Medications That Cannot Be Administered or Are Wasted

- Data Sheet A - Content Limits for Tasks in Domain
- Data Sheet B - Content Limits for Sub Tasks in Domain
- Data Sheet C - Content Limits for Equipment and Supplies in Domain

CONTENT LIMITS DATA SHEET A

DOMAIN

ADMINISTER ORAL MEDICATIONS TO A PATIENT

Task I: Administer oral medication

A. Forms of Medication

1. solids
2. liquids
3. semi-solids
4. controlled

B. Patient Location

1. patient's unit
2. laboratory
3. surgery
4. treatment area
5. XRay

C. Patient Circumstances

1. critical problem
2. physical discomfort
3. elimination
4. anxieties
5. positioning
6. isolation
7. reverse isolation
8. tube feeding

D. Supplies and Equipment

1. glass
2. straw
3. feeding cup
4. spoon
5. gavage tube
6. graduated pitcher
7. chair
8. curtain
9. gatch-frame bed
10. bedpan

Task II: Administer oral medications mixed with fluid

A. Forms

1. crushed solids
2. powders
3. effervescents
4. liquids

B. Supplies

1. glass
2. straw
3. stir rod
4. medicine dropper

C. Fluids

1. juices
2. milk
3. water

D. Situations

1. protect teeth
2. protect mucous membrane
3. enhance action
4. enhance palatability

E. Methods

1. crushed solids
2. powders
3. effervescent
4. liquids

Task III: Administer oral medications mixed with food

A. Forms

1. crushed solids
2. powders
3. liquids

B. Foods

1. applesauce
2. jelly
3. pudding
4. liked soft foods

C. Situations

1. enhance swallowing
2. combat resistiveness

D. Methods

1. crushed solids
2. powders
3. liquids

Data Sheet A (Cont.)

Task IV: Administer sublingual or buccal medications

A. Forms	B. Duration	C. Types
1. buccal	1. specified time	1. vasodilators
2. sublingual	2. all dissolved	2. oxytocics
		3. androgens

Task V: Attend to prepared oral medications that cannot be administered or wasted

A. Types	B. Supplies
1. retainable	1. patient's chart
2. unretainable general	2. report sheet
3. unretainable controlled	3. controlled drug book

CONTENT LIMITS DATA SHEET B

DOMAIN

ADMINISTER ORAL MEDICATIONS TO A PATIENT

Sub Task I: CHECK MEDICATION AND SUPPLIES

A. Oral Preparations

1. unit-dose
2. solid multiple-dose
3. liquid multiple-dose
4. powdered multiple-dose
5. controlled medication
6. solid to be crushed and mixed
7. capsule to be emptied and mixed

B. Equipment

1. medication cabinet
2. medication cart, locked
3. medication cart, portable
4. chart backs
5. Kardex file
6. sink, simulated
7. control drug box
8. carafe
9. water pitcher
10. control drug book
11. basin
12. emergency cart
13. refrigerator (simulated)

C. Supplies

1. Kardex cards
2. medication cards
3. chart forms
4. control drug sheets
5. medication cabinet keys
6. medication cart keys
7. control drug box keys
8. solids, unit-dose
9. liquids, unit-dose
10. semi-solids, unit-dose
11. solids, multiple-dose
12. liquids, multiple-dose
13. semi-solids, multiple-dose
14. souffle med cups
15. calibrated med cups
16. medicine droppers
17. drinking cups, paper
18. drinking cups, glass
19. feeding cups
20. straws
21. tablespoons
22. teaspoons
23. ounce cup
24. pestle
25. pill crusher
26. juices
27. milk
28. water
29. applesauce
30. pudding
31. jelly
32. liquid soap
33. powdered soap
34. bar soap
35. paper towels
36. cloths
37. medication trays, large
38. medication trays, small
39. Physician's Desk Reference
40. variable drug list
41. control drug dispenser
42. dish

D. Medications - Controlled

1. schedule I
2. schedule II
3. schedule III
4. schedule IV
5. schedule V

E. Medications for Systems

1. musculoskeletal
2. respiratory
3. cardiovascular
4. nervous
5. eye and ear
6. gastrointestinal
7. urinary
8. endocrine
9. female reproductive
10. male reproductive
11. skin

F. Medications for Special Use

1. antibiotics
2. anti-inflammatory
3. immunological
4. vitamins
5. minerals
6. antihistaminics
7. cytotoxics

G. Dosages

1. metric
2. apothecaries'
3. household

H. Forms

1. fluid extracts
2. tinctures
3. spirits
4. syrups
5. elixirs
6. suspensions
7. milks
8. emulsions
9. pills
10. tablets
11. capsules
12. spansules
13. lozenges
14. powders
15. sublingual
16. buccal

Data Sheet B (Cont.)

Sub Task II: WASH HANDS

A. Time
1. 30 second
2. 60 second
3. 2 minute

B. Facilities
1. sink, real
2. sink, simulated
3. basin

C. Soap
1. liquid
2. powder
3. bar

D. Drying
1. towels, paper
2. towels, cloth

Sub Task III: TRANSPORT MEDICATIONS

A. System for Dispensing
1. Kardex
2. medication card

B. Equipment
1. medication tray
2. portable medication cart
3. rolling medication cabinet

Sub Task IV: LOCATE AND IDENTIFY PATIENT

A. Establish Location
1. chart
2. Kardex
3. roster
4. telephone
5. observation

B. Identification
1. bed tag
2. wrist band
3. I.D.
4. kin/friend

Sub Task V: PREPARE PATIENT

A. Patient
1. mannequin
2. student partner

B. Patient Awareness
1. conscious
2. semi-conscious
3. unconscious

C. Communication
1. verbal
2. non-verbal
3. interpreter
4. resistive

Sub Task VI: FINAL VERIFICATION/PREPARATION

A. Unit-Dose Types
1. solids
2. liquids
3. semi-solids

B. Special Needs
1. specialized foods
2. specialized fluids
3. measured intake
4. food alterations
5. fluid alterations

C. Special Rules
1. cough medications
2. corrosive medications
3. antagonizing medications

Sub Task VII: ADMINISTER MEDICATION

A. State of Patient
1. alert
2. physically incapable
3. mentally incapable

B. Type of Assistance
1. partial
2. total

Sub Task VIII: OBSERVATION

A. Medication Usage
1. maintain health
2. treat disease
3. relieve symptoms
4. prevent disease
5. alter process
6. diagnose disease

B. Action
1. local
2. systemic

C. Effects
1. primary
2. secondary
3. toxic
4. addictive
5. allergic
6. cumulative
7. additive
8. antagonistic
9. interactive
10. summative

Data Sheet B (Cont.)

Sub Task IX: PATIENT COMFORT

A. Patient Position

1. lateral
2. prone
3. supine
4. trendelenburg
5. fowler's
6. orthopneic
7. chair
8. ambulatory
9. semi-fowler's
10. sims

B. Supplies and Equipment

1. call bell
2. intercom
3. restraints
4. siderails
5. curtains
6. screen

Sub Task X: CLEAN UP, STORAGE AND DISPOSAL

A. Materials for Disposal

1. paper
2. plastic
3. metals
4. glass

B. Cleaning Supplies

1. paper towel
2. cloth towel
3. soap & water
4. disinfectant

C. Disposal Areas

1. waste basket
2. plastic bag
3. incinerator
4. garbage can

Sub Task XI: RECORD/REPORT

A. Forms

1. medication sheet
2. nurse's notes
3. special forms
4. incident reports
5. controlled drug forms

B. Situations

1. cooperative patient
2. unavailable patient
3. unresponsive patient
4. resistive patient

C. Effects

1. desired effects
2. undesirable effects
3. critical effects

CONTENT LIMIT DATA SHEET C

DOMAIN

ADMINISTER ORAL MEDICATION TO A PATIENT

I. EQUIPMENT

- A. Medication cabinet
- B. Medication cart, locked
- C. Medication cart, portable
- D. Chart backs
- E. Kardex file
- F. Sink, large-hole drain (simulated)
- G. Control drug box
- H. Carafe
- I. Water pitcher
- J. Control drug signout book
- K. Basin
- L. Emergency cart
- M. Refrigerator (simulated)
- N. Gatch-frame bed
- O. Siderail
- P. Straight chair
- Q. Overbed table
- R. Curtain/screen
- S. Bed/wall name plate

II. SUPPLIES

- A. Kardex cards
- B. Medication cards
- C. Chart forms
- D. Control drug sheets
- E. Keys
  - 1. medication cabinet
  - 2. medication cart
  - 3. control drug box
- F. Medications
  - 1. unit-dose
    - a. solid
      - (1) capsule
      - (2) spansule
      - (3) tablet
      - (4) pills
      - (5) lozenge
      - (6) effervenscent
      - (7) sublingual
      - (8) buccal
    - b. liquid
      - (1) elixirs
      - (2) milks
      - (3) extracts
      - (4) tinctures
      - (5) spirits
      - (6) syrups
      - (7) suspensions
      - (8) emulsions
    - c. semi-solid (powder)
- F. Medications (cont.)
  - 2. multiple-dose
    - a. solid
      - (1) capsule
      - (2) spansule
      - (3) tablet
      - (4) pills
      - (5) lozenge
      - (6) effervescent
      - (7) sublingual
      - (8) buccal
    - b. liquid
      - (1) elixirs
      - (2) milks
      - (3) extracts
      - (4) tinctures
      - (5) spirits
      - (6) syrups
      - (7) suspensions
      - (8) emulsions
    - c. semi-solid (powder)
- G. Medication cups
  - 1. souffle
  - 2. calibrated
- H. Medicine dropper
- I. Drinking containers
  - 1. paper
  - 2. glass
- J. Feeding cups

Data Sheet C (Cont.)

II. SUPPLIES (Cont.)

- K. Straws
- L. Spoons
  - 1. tablespoon
  - 2. teaspoon
- M. Ounce cup
- N. Pestle
- O. Pill crusher
- P. Fluids
  - 1. juice
  - 2. milk
  - 3. water
- Q. Foods
  - 1. applesauce
  - 2. pudding
  - 3. jelly
- R. Soap
  - 1. liquid
  - 2. powder
  - 3. bar
- S. Towels
  - 1. paper
  - 2. cloth
- T. Medication trays, large
- U. Medication trays, small
- V. References
  - 1. Physician's Desk Reference
  - 2. variable drug list
- W. Control drug dispenser
  - 1. circular
  - 2. rectangular
- X. Name band
- Y. Note pad
- Z. Pencil

212

APPENDIX B

Domain Referenced Test Format

Domain Referenced Test I
for
Administer Oral Medications To A Patient

SAMPLE DRT

A. DRT Format

1. Domain: Administer Oral Medication To A Patient

2. Tasks in domain:

   a. Administer oral medications

   b. Administer oral medications to be mixed with fluid

   c. Administer oral medications to be mixed with food

   d. Administer sublingual or buccal medications

   e. Attend to prepared oral medications that cannot be administered or are wasted

3. Domain Descriptor: Administer Oral Medication To A Patient

4. Content limits for domain

   a. Content limits per tasks -- See Data Sheet A

   b. Content limits per sub tasks -- See Data Sheet B

   c. Content limits for equipment -- See Data Sheet C

5. Criteria for evaluation

   All items on the following check list must be acceptable to pass test

6. Test Stimulus Characteristics:

   Each student will be given a patient situation, oral medications he/she has previously prepared and appropriate supplies and equipment needed for administration of the medications. The test will be conducted in a simulated patient unit area with a mannequin or student patient provided. A sample combinations of variables for testing are given below:

DATA SHEET A

	Test 1			Test 2	
I.	A-1	C-3	II.	A-2	D-3
	B-1	D-1-2-6-7-8		B-1-3	E-2
III.	A-1	C-1		C-1	
	B-1	D-1	IV.	A-2	C-1
V.	A-2			B-2	
	B-1		V.	A-3	
				B-1-3	

DATA SHEET B

I.	A-2	D-2	I.	A-1-7	D-
	B-1-4-5-6-9	E-2-4-7		B-2-4-5-8-11	E-2-9
	C-1-2-3-5-11	F-6		C-1-3-6-8-18	F-1
	15-20-27-33	G-1		21-29-34-37	G-2
	36-38-43	H-3-10-14		39	H-11-16
II.	A-2	C-2	II.	A-3	C-1
	B-1	D-1		B-3	D-2
III.	A-1	B-2	III.	A-2	B-3
IV.	A-1-2	B-1-2	IV.	A-2-3	B-2-4

DATA SHEET B (Cont.)

	Test 1			Test 2	
V.	A-2	C-1	V.	A-1	C-2
	B-1			B-3	
VI.	A-1	C-1	VI.	A-	C-
	B-2			B-1	
VII.	A-2		VII.	A-1	
	B-2			B-1	
VIII.	A-1-2		VIII.	A-3-5	
	B-2			B-2	
	C-2-5-8			C-1-4-9	
IX.	A-2-5-10		IX.	A-1-6-8	
	B-2-4			B-5	
X.	A-1	C-1	X.	A-2	C-2
	B-2-4			B-1-3	
XI.	A-1-4		XI.	A-2-5	
	B-1-2-4			B-1-2-3	

DATA SHEET C

I. A.
C.
D.
E.
F.
I.
N.
O.
R.
S.
II. A.
B.
C.
E.1.
F.1.a.(1),(3),(8).
F.1.b.(1),(5).
F.2.a.(1),(3).
F.2.c.
G.1.
G.2.
J.
L.2.
O.
P.1.
P.3.
Q.1.
R.1
S.1
U.
X.

7. Test Response Characteristics:

The student will administer medications as directed by the patient situation. The student's performance must be acceptable according to the evaluation check list.

8. Student Instruction Sheet I

Given a student partner and access to the following supplies you will administer a routine oral medication; an oral medication that has been crushed and mixed with food and dispose of a refused oral medication that cannot be retained. Following the administration (or disposal) of medication you will record the administration and refusal of medication on the proper forms. Your performance will be evaluated according to the attached check list. All items on the check list must be acceptable to pass the test.

EQUIPMENT LIST:

Medication cabinet; portable medication cart; chart backs; Kardex file; sink (simulated); water pitcher; gatch-frame bed; siderail; curtain; bed name plate; Kardex cards; medication cards; chart forms; medication cabinet keys; unit-dose capsules, tablets and buccals; unit-dose elixirs and spirits; multiple-dose capsules and tablets; multiple-dose powder; souffle medication cups; calibrated medication cups; feeding cup; teaspoon; pill crusher; juice; water; applesauce; liquid soap; paper towels; small medication tray; name band.

C. Accessory Materials To Be With Test

1. Student instruction sheet
2. Equipment and supply list
3. Check list for evaluation

216

Domain Referenced Test One

Administer Oral Medication To A Patient

STUDENT INSTRUCTIONS:

Examine the following nursing order and supply equipment list. Perform the required activities in the simulated medication and patient area; all equipment and supplies are present in those areas.

Your performance will be evaluated by the instructor according to the attached check list for administering medications. All points on the check list must be acceptable to pass the performance test.

NURSING ORDER:

Given a patient's kardex card, appropriate medication cards, appropriate medications you have previously prepared and appropriate supplies with which to administer the prepared medication you will: check to see if there are any changes in the medication or method of administration, check to see if the patient may have cough medication at 8:55 a.m., October 7, 1979, and prepare, if permitted; administer all regular and allowable requested medications for 9:00 A.m., October 7, 1979; care for the patient's needs and dispose of refused cough medication in proper way. You will also record all medications given or refused in the proper manner.

EQUIPMENT AND SUPPLY LIST:

Medication cabinet, portable medication cart, chart backs, Kardex file, sink (simulated), water pitcher, gatch-frame bed, siderail, curtain, bed name plate, Kardex cards, medication cards, chart forms, medication cabinet keys, unit-dose capsules, tablets and buccals, unit-dose elixirs and spirits, multiple-dose capsules and tablets, multiple-dose powder, souffle medication cups, calibrated medication cups, feeding cup, teaspoon, pill crusher, juice, water, applesauce, liquid soap, paper towels, small medication tray and name band.

CHECK LIST:

See attached check list

DOCTOR'S ORDERS, NURSE'S NOTES AND MEDICATION SHEET:

See patient chart

NAME ______________________________ DATE ____________________________

MEDICATION ADMINISTRATION
CHECK LIST

U	S		
____	____	1.	Checks to make certain all supplies and equipment are present for administration of medication
____	____	2.	Checks to make certain medication area is locked or secured
____	____	3.	Washes hands according to the proper technique
____	____	4.	Takes medication (by proper method) to correct patient unit
____	____	5.	Identifies patient and verifies medication for type, dosage, mode of administration and time
____	____	6.	Communicates with the patient
____	____	7.	Takes care of any prior needs patient may have (if applicable)
____	____	8.	Positions patient to take medication (if indicated)
____	____	9.	Administers medications correctly for mode of administration (assists patient if indicated)
____	____	10.	Observes patient before, during, and after administration of medication
____	____	11.	Makes patient comfortable and gives call bell after administration of medication
____	____	12.	Returns to medication area and cleans properly
____	____	13.	Proceeds correctly if unable to administer medication
____	____	14.	Maintains medical asepsis throughout task
____	____	15.	Records medication and observation correctly
____	____	16.	Sequences steps correctly for administration of medication
____	____	17.	Meets the time limit (if applicable)
____	____	18.	Maintains 100% accuracy on check list

SCORE ________________________

Jones, Betty
Dr. J. P. White
Room 653

Doctor's Order Sheet

10/5/79 Admit patient
Bedrest
Phenobarbital gr $\overline{ss}$ t.i.d. and hs for restlessness
Sulla 500mg. daily
Codeine gr $\bar{\text{I}}$ tab $\bar{q}$ 4 hr prn for pain
Elixir Terpin Hydrate 4 ml $\bar{q}$ 4 hr prn for cough
Liquid diet
J. P. White, M.D.

10/7/79 Soft Diet
Crush Sulla and mix with food for ease of swallowing
J. P. White, M.D.

KARDEX CARD

Medications:

10/5/79 Phenobarbital gr $\overline{ss}$ 9a.m. - 1p.m.-5p.m. & hs for restlessness
10/5/79 Sulla 500 mg. daily @ 9a.m. (crush and give in applesauce for ease of_swallowing 10/7/79)
10/5/79 Elix. Terpin Hydrate 4 ml. $\bar{q}$ 4 hr prn for cough

10/5/79 Codeinegr $\bar{\text{I}}$ tab $\bar{q}$ 4 hr prn for pain

Activity: Bedrest 10/5/79 Diet: Soft 10/7/79

Diagnosis: Influenza, Urinary Tract Infection

653 Jones, Betty Age: 68 Physician: J. P. White

Jones, Betty
Dr. J. P. White
Room 653

Nurse's Notes

Time	Date	Treatments	Notations
4^{00} a.m.	10/7/79		Appears to be sleeping.
6^{30}/a.m.			A fairly good night E. Brown, R.N.
7^{30}/a.m.			Dr. J. P. White visited.
			She informed doctor she
			would like a "little
			more" to eat. Also states
			she was having difficulty
			swallowing "that great
			big horse pill". P. Cook, L.P.N.
8^{15}/a.m.		Soft Diet	Ate cooked cereal, most
			of toast. Drank juice.
			Seemed to choke on milk.
8^{45}/a.m.			Coughing severly, states
			she "must have something".

Jones Betty
Dr. J.P. White
Room 653

MEDICATION RECORD

MEDICATION	HOUR	DATE																
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Phenobabbital gr ss t.i.d. 10-5-79	9 am	X	X	X	X	X	GS.											
	1 pm	X	X	X	X	GS	GS.											
	5 pm	X	X	X	X	T.H.	T.H.											
Sulla 500mg daily 10-5-79	9 am	X	X	X	X	X	GS											
Chrush - give $\bar{c}$ applesauce 10/7/79																		
Codeine gr i tab $\bar{q}$ 4h. for pain. 10-5-79	P.	X	X	X	X	2^{30} pm GS	4^{30} am EB											
	R.	X	X	X	X	7 PM TH	1 PM GS											
	N.	X	X	X	X	11 PM TH	10 PM TM											
		X	X	X	X													
Elix Terpin Hydrate 4ml. $\bar{q}$ 4h. for cough 10-5-79	P.	X	X	X	X	~~2^{30} pm GS~~	4^{30} am EB	4 am EB										
	R.	X	X	X	X	7 PM T.H.	1 PM GS.											
	N.	X	X	X	X	11 PM T.H.	4 PM TH.											
		X	X	X	X		10 PM T.H.											

PATIENT INFORMATION

DIAGNOSIS	Influenza, Urinary Tract Infection				
PHYSICIAN	J.P. White	DIET	Soft 10/7/79	AGE	68
PATIENT	Jones, Betty	ROOM	653	MONTH & YEAR	October 1979

NURSES' SIGNATURES

1 G Smith, RN.	4 P. Cook, LPN.	7	10
2 E Brown, RN.	5	8	11
3 T. Meyers, RN.	6	9	12

251

I. Task Statement: Prepare Oral Unit-Dose Medications For A Patient

II. Task Performance Cues: Doctor's Order (Standing or Regular)
Best Method of Administration
Form of Medication Available

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order; verify medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor's Orders	Chart Book Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	29	3	---		
3. Is the medication ordered to be given orally?	3a	31	---	Principles of Medication Administration	
3a. Is medication in solid form?	4	31	---	Medication Forms	
4. Is medication ordered a controlled drug or narcotic?	32	5	---	Controlled Drugs	
5. At the appropriate time, proceed to prepare the medication	---	---	6		
6. Obtain the keys for medication area	---	---	7	Medication Storage	Keys
7. Unlock the Medication Area where specific medication is stored	---	---	8	Medication Storage	Medication Storage Facilities
8. Wash your hands in adjacent facility to Medication Area	---	---	9	Handwashing Technique	Handwashing Facilities
9. Check shelf or individual storage for medication for specific patient	---	---	10		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
10. Is the medication container available or present?	11	34	---		
11. Select appropriate container of medication	---	---	12		Medication Container
12. Verify container label with medication order	---	---	13	Principles of Medication Preparation	Kardex and Medication Card
13. Does ordered medication have a variable trade name?	37	14	---	Naming of Medications	Variable Trade Name List
14. Is medication packaged in unit dosage?	15	32	---	Methods of Packaging Medications	Unit Dose Oral Medication
15. Is medication in the correct dosage?	16	39	---	Medication Dosages	
16. Take unit dosage package from container	---	---	17		
17. Verify label on unit	---	---	18	Five Rights of Medication Administration	
18. Is unit dosage in correct dosage and form?	19	39	---		
19 Place unit dosage on tray	---	---	20		Medication Tray
20. Close container - verify label third time with medication order	---	---	21		
21. Return container to proper storage place	---	---	22		
22. Can/or is patient to swallow medication in present form?	23	41	---		
23. Is patient to have any specific beverage or substance with medication?	42	24	---		
24. Is patient to receive any other medications at this same time?	44	25	---		
25. Are you preparing medications for any other patients at this same time?	32	26	---		
26. Obtain pitcher of water and supply of paper drinking cups	---	---	27		Pitcher of Water Paper Drinking Cups
27. Clean up preparation area when finished	---	---	28		
28. Lock or secure medication area when finished with preparation	---	---	EOT		

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
29.	Check with your superior for clarification	---	---	30	Chain of Command	
30.	Are you to proceed with preparation of medications after checking with superior?	3	EOT	---		
31.	Are you qualified to administer medication by the route ordered?	32	33	---		
32.	Prepare medication according to prescribed method for mode of administration	---	---	EOT		
33.	Inform your superior of inability to perform task	---	---	EOT		
34.	Is it your responsibility to inform the pharmacist of medications needed in the patient area?	35	33	---	Medication Responsibilities	
35.	Inform pharmacist, according to method, of need for medication	---	---	36		
36.	Will medication be available in time for you to administer it?	11	33	---		
37.	Verify variable trade name with available drug information source	---	---	38	Drug Information Sources	Physician's Desk Reference or Similar Publication
38.	Could you verify variable drug name?	14	33	---		
39.	Are you qualified to prepare the prescribed dosage of medication from the dosage on hand?	40	33	---		
40.	Prepare the dosage needed from the dosage available according to correct methods	---	---	15	Computing Dosages of Medications	
41.	Crush or liquify medication according to prescribed method	---	---	23	Methods of Altering Medications	
42.	Obtain specified beverages or substances to be given with medication	---	---	43		Beverages and Appropriate Substan
43.	Obtain any necessary equipment or supplies needed to give specified beverages or substances	---	---	24		
44.	Is additional medication for patient to be given orally?	9	31	---		

TASK ANALYSIS GUIDE

I. **Task Statement:** Prepare Liquid Oral Medication From A Multiple Dose Container

II. **Task Performance Cues:** Doctor's Order (Standing or Regular)
Best Method of Administration
Form of Medication Available

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order; verify medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor's Orders	Chart Book Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	32	3	---		
3. Is the medication ordered to be given orally?	3a	34	---	Principles of Medication Administration	
3a. Is medication in solid form?	35	4	---	Medication Forms	
4. Is medication ordered a controlled drug or narcotic?	35	5	---	Controlled Drugs	
5. At the appropriate time, proceed to prepare the medication	---	---	6		
6. Obtain the keys for medication area	---	---	7	Medication Storage	Keys
7. Unlock the Medication Area where specific medication is stored	---	---	8	Medication Storage	Medication Storage Facilities
8. Wash your hands in adjacent facility to Medication Area	---	---	9	Handwashing Technique	Handwashing Facilities
9. Check shelf or individual storage for medication for specific patient	---	---	10		

Prepare Liquid Oral Medication From A Multiple Dose Container

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
10. Is the medication container available or present?	11	37	---		
11. Select appropriate container of medication	---	---	12		Medication Container
12. Verify container label with medication order	---	---	13	Principles of Medication Preparations	Kardex and Medication Card
13. Does ordered medication have a variable trade name?	40	14	---	Naming of Medications	Variable Trade Name List
14. Is medication packaged in unit dosage?	35	15	---	Methods of Packaging Medications	Multiple Dose Medication
15. Is medication in the correct dosage?	16	42	---	Medication Dosages	
16. Is medication a liquid?	17	35	---		
17. Hold calibrated medicine cup to eye level; place thumb nail at desired amount and pour medication (label up) to lowest point of the meniscus	---	---	18	Liquid Measurement	Calibrated Medicine Cu
18. Clean lip of container	---	---	19	Medical Asepsis	Paper Towel or Cloth
19. Verify the poured medication with the medication order	---	---	20		
20. Do you have more medication than is needed?	44	21	---		
21. Place medication cup on tray	---	---	22		Medication Tray
22. Close container - verify label third time with medication order	---	---	23		
23. Return container to proper storage place	---	---	24		
24. Can/or is patient to swallow medication in present form?	25	45	---		
25. Is patient allowed beverage with medication?	26	46	---	Cough Medications	
26. Is patient to have any specific beverage or substance with medication?	47	27	---		
27. Is patient to receive any other medications at this same time?	35	28	---		
28. Are you preparing medications for any other patients at this same time?	35	29	---		

Pr e Liquid Oral Medication From A Multiple Dose Contai

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
29.	Obtain pitcher of water and supply of paper drinking cups	---	---	30		Pitcher of Water Paper Drinking Cups
30.	Clean up preparation area when finished	---	---	31		
31.	Lock or secure medication area when finished with preparation	---	---	EOT		
32.	Check with your superior for clarification	---	---	33	Chain of Command	
33.	Are you to proceed with preparation of medications after checking with superior?	3	EOT	---		
34.	Are you qualified to administer medication by the route ordered?	35	36	---		
35.	Prepare medication according to prescribed method for mode of administration	---	---	EOT		
36.	Inform your superior of inability to perform task	---	---	EOT		
37.	Is it your responsibility to inform the pharmacist of medication needed in the patient area?	38	36	---	Medication Responsibilities	
38.	Inform pharmacist, according to method, of need for medication	---	---	39		
39.	Will medication be available in time for you to administer it?	11	36	---		
40.	Verify variable trade name with available drug information source	---	---	41	Drug Information Source	Physician's Desk Reference or Similar Publication
41.	Could you verify variable drug name?	14	36	---		
42.	Are you qualified to prepare the prescribed dosage of medication from the dosage on hand?	43	36	---		
43.	Prepare the dosage needed from the dosage available according to correct methods	---	---	16	Computing Dosages of Medications	
44.	Dispose of excess medication down large holed drain and run water until medication is flushed away	---	---	21		
45.	Alter medication as indicated by preparation methods	---	---	25	Methods of Altering Medications	

Prepare Liquid Oral Medication From A Multiple Dose Container

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
46. Place medication so that it will be given last and make note to inform patient of no beverage	---	---	26		
47. Obtain specified beverages or substances to be given with medications	---	---	48		Beverages and Appropriate Substance
48. Obtain any necessary equipment or supplies needed to give specified beverages or substances	---	---	27		

I. Task Statement: **Prepare Solid Oral Medications From A Multiple Dose Container**

II. Task Performance Cues: **Doctor's Order (Standing or Regular)**
Best Method of Administration
Form of Medication Available

II. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order; verify medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor's Orders	Chart Book Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	30	3	---		
3. Is the medication ordered to be given orally?	3a	32	---	Principles of Medication Administration	
3a. Is medication in solid form?	4	33	---	Medication Forms	
4. Is medication ordered a controlled drug or narcotic?	32	5	---	Controlled Drugs	
5. At the appropriate time, proceed to prepare the medication	---	---	6		
6. Obtain the keys for medication area	---	---	7	Medication Storage	Keys
7. Unlock the Medication Area where specific medication is stored	---	---	8	Medication Storage	Medication Storage Facilities
8. Wash your hands in adjacent facility to Medication Area	---	---	9	Handwashing Technique	Handwashing Facilities
9. Check shelf or individual storage for medication for specific patient	---	---	10		

	TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
10.	Is medication container available or present?	11	35	---		Medication Containe
11.	Select appropriate container of medication	---	---	12		
12.	Verify container label with medication order	---	---	13	Principles of Medication Preparation	Kardex and Medication Card
13.	Does ordered medication have a variable trade name?	38	14	---	Naming of Medications	Variable Trade Name List
14.	Is medication packaged in unit dosage?	33	15	---	Methods of Packaging Medication	Solid Multiple Dose Medication
15.	Is medication in the correct dosage?	16	40	---		
16.	Obtain paper souffle cups or calibrated medicine cups	---	---	17	Equipment Used for Medication Administration	Paper Souffle Cups
17.	Pick up container and open; place lid surface upside down	---	---	18		
18.	Pour desired number of capsules or tablets into lid of container	---	---	19	Medical Asepsis	Capsules or Tablets
19.	When you have the correct number of tablets or capsules, pour them into the souffle cup - avoid touching rim of souffle cup	---	---	20	Five Rights of Medication Administration	
20.	Place souffle cup on medication tray (if medication cards are used, set cup beside the proper medication cards)	---	---	21		Medication Tray
21.	Close container - verify label third time with medication order			22		
22.	Return container to proper storage place	---	---	23		
23.	Can or will patient swallow medication in present form?	24	42	---		
24.	Is patient to have any specific beverage or substance with medication?	43	25	---		
25.	Is patient to receive any other medications at this same time?	45	26	---		
26.	Are you preparing medications for any other patients at this same time?	32	27	---		
27.	Obtain pitcher of water and supply of paper drinking cups	---	---	28		Pitcher of Water Paper Drinking Cups

Prep[illegible] Solid Oral Medication From A Multiple Dose Container

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
28. Clean up preparation area when finished	---	---	29		
29. Lock or secure medication area when finished with preparation	---	---	EOT		
30. Check with your superior for clarification	---	---	31	Chain of Command	
31. Are you to proceed with preparation of medications after checking with superior?	3	EOT	---		
32. Are you qualified to administer medications by the route ordered?	33	34	---		
33. Prepare medication according to prescribed method for mode of administration	---	---	EOT		
34. Inform your superior of inability to perform task	---	---	EOT		
35. Is it your responsibility to inform the pharmacist of medications needed in the patient area?	36	34	---		
36. Inform pharmacist, according to method, of need for medication	---	---	37	Medication Responsibilities	
37. Will medication be available in time for you to administer it?	11	34	---		
38. Verify variable trade name with available drug information source	---	---	39	Drug Information Resource	Physician's Desk Reference or Similar Publication
39. Could you verify variable drug name?	14	34	---		
40. Are you qualified to prepare the prescribed dosage of medication from the dosage on hand?	41	34	---		
41. Prepare the dosage needed from the dosage available according to the correct method	---	---	16	Computing Dosage of Medication	
42. Crush or liquify medication to make ingestable for patient	---	---	24	Methods of Altering Medications	
43. Obtain specified beverages or substances to be given with medication	---	---	44		Beverages and Appropriate Substance
44. Obtain any necessary equipment or supplies needed to give specified beverages or substance	---	---	25		
45. Is additional medication for patient to be given orally?	9	32	---		

TASK ANALYSIS GUIDE

I. Task Statement: **Prepare Powdered Oral Medication From A Multiple Dose Container**

II. Task Performance Cues: **Doctor's Order (Standing or Regular)**
Best Method of Administration
Form of Medication Available

II. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order; verify medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor's Orders	Chart Book Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	32	3	---		
3. Is the medication ordered to be given orally?	3a	34	---	Principles of Medication Administration	
3a. Is medication in solid form?	35	4	---	Medication Forms	
4. Is medication ordered a controlled drug or narcotic?	35	5	---	Controlled Drugs	
5. At the appropriate time, proceed to prepare the medication	---	---	6		
6. Obtain the keys for medication area	---	---	7	Medication Storage	Keys
7. Unlock the Medication Area where specific medication is stored	---	---	8	Medication Storage	Medication Storage Facilities
8. Wash your hands in adjacent facility to Medication Area	---	---	9	Handwashing Technique	Handwashing Facilities
9. Check shelf or individual storage for medication for specific patient	---	---	10		

Prep[illegible] Powdered Oral Medication From A Multiple Dose Container

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
10. Is the medication container available or present?	11	37	---		
11. Select appropriate container of medication	---	---	12		Medication Container
12. Verify container label with medication order	---	---	13	Principles of Medication Preparations	Kardex and Medication Card
13. Does ordered medication have a variable trade name?	40	14	---	Naming of Medications	Variable Trade Name List
14. Is medication packaged in unit dosage?	35	15	---	Methods of Packaging Medications	Multiple Dose Medication
15. Is medication in the correct dosage?	16	42	---	Medication Dosages	
16. Is medication a powder?	17	35	---		
17. Obtain proper measuring device as indicated in order	---	---	18		Teaspoon Tablespoon
18. Measure correct amount of powder, proper measuring device, as ordered	---	---	19	Powder Measurement	
19. Verify measured powder with the medication order	---	---	20		
20. Place proper amount of powder in souffle or medicine cup	---	---	21		Souffle or Medicine Cup
21. Place medication cup on tray	---	---	22		Medication Tray
22. Close container - verify label third time with medication order	---	---	23		
23. Return container to proper storage place	---	---	24		
24. Is powder to be mixed with a liquid or other substance?	25	44	---		
25. Can powder be mixed with liquid now?	44	26	---		
26. Is patient to have a specific liquid or substance?	45	27	---		
27. Is patient to receive any other medications at this same time?	35	28	---		
28. Are you preparing medications for any other patients at this same time?	35	29	---		
29. Obtain pitcher of water and supply of paper drinking cups	---	---	30		Pitcher of Water Paper Drinking Cups

Prepare Powdered Oral Medication From A Multiple Dose Container

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
30. Clean up preparation area when finished	---	---	31		
31. Lock or secure medication area when finished with preparation	---	---	EOT		
32. Check with your superior for clarification	---	---	33	Chain of Command	
33. Are you to proceed with preparation of medications after checking with superior?	3	EOT	---		
34. Are you qualified to administer medication by the route ordered?	35	36	---		
35. Prepare medication according to prescribed method for mode of administration	---	---	EOT		
36. Inform your superior of inability to perform task	---	---	EOT		
37. Is it your responsibility to inform the pharmacist of medication needed in the patient area?	38	36	---	Medication Responsibilities	
38. Inform pharmacist, according to method,of need for medication	---	---	39		
39. Will medication be available in time for you to administer it?	11	36	---		
40. Verify variable trade name with available drug information source	---	---	41	Drug Information Source	Physician's Desk Reference or Similar Publication
41. Could you verify variable drug name?	14	36	---		
42. Are you qualified to prepare the prescribed dosage of medication from the dosage on hand?	43	36	---		
43. Prepare the dosage needed from the dosage available according to correct methods	---	---	16	Computing Dosages of Medications	
44. Is liquid or substance to be taken during or after administration of powder?	45	46	---		
45. Obtain proper liquid or substance and place on tray	---	---	27		Proper liquid or Substance
46. Make notation that powder is to be taken alone and in what manner and place with medication on tray	---	---	27		

TASK ANALYSIS GUIDE

I. Task Statement: Prepare An Oral Controlled Drug or Narcotic For A Patient

II. Task Performance Cues: Doctor's Order - Validated In Proper Time Span

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order; verify medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor's Orders	Chart Back Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	32	3	---		
3. Is the medication ordered to be given orally?	3a	34	---	Principles of Medication Administration	
3a. Is medication in solid form?	4	34	---		
4. Is medication ordered a controlled drug or narcotic?	5	35	---	Principles of Controlled Drugs	
5. Obtain the signout book for narcotics	---	---	6		Signout Book
6. Check controlled medication to be given in signout book and patient's chart	---	---	7		Proper Control Sheets
7. Is patient permitted to have medication at this time?	8	37	---		
8. Obtain the keys for medication area	---	---	9	Medication Storage	Keys
9. Unlock the medication area where specific medication is stored	---	---	10		Medication Storage Facilities

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
10.	Wash your hands in adjacent facility to medication area	---	---	11	Handwashing Techniques	Handwashing Facilities
11.	Check controlled drug area or individual storage for medication	---	---	12		
12.	Is the medication container available or present?	13	38	---		
13.	Select appropriate container of medication	---	---	14		Medication Container
14.	Verify container label with medication order	---	---	15	Principles of Medication Preparation	Kardex and Medication Card
15.	Does ordered medication have a variable trade name?	41	16	---	Naming of Medications	Variable Trade Name List
16.	Is medication in the correct dosage?	17	43	---	Medication Dosages	
17.	Take medication from container, pour and verify according to prescribed method	---	---	18	Prepare Unit Dose and Prepare Multiple Container Oral Medications	Souffle Cup
18.	Place medication on medication tray	---	---	19		Medication Tray
19.	Close container; verify label third time with medication order	---	---	20		
20.	Open signout book and turn to correct control sheet for medication you are preparing	---	---	21		
21.	Record the medication you are preparing on the proper control sheet listing medication, dose, date, name of person to whom given, time given and your signature in the appropriate spaces	---	---	22	Legal Responsibilities of Medications	
22.	Verify the amount of medication you have left in the container with balance now listed on control drug sheet	---	---	23		
23.	Does the amount of medication balance with the control drug sheet?	24	45	---		
24.	Return container to proper storage area	---	---	25		
25.	Can/or is patient to swallow medication in present form?	26	46	---		
26.	Is patient to have any specific beverage or substance with medication?	47	27	---		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
27. Is patient to receive any other medications at this same time?	49	28	---		
28. Are you preparing medications for any other patients at this same time?	35	29	---		
29. Obtain pitcher of water and supply of paper drinking cups	---	---	30		Pitcher of Water Paper Drinking Cups
30. Clean up preparation area when finished	---	---	31		
31. Lock or secure controlled drug and regular medication area when finished with preparation	---	---	EOT		
32. Check with your superior for clarification	---	---	33	Chain of Command	
33. Are you to proceed with preparation of medication after checking with superior?	3	EOT	---		
34. Are you qualified to administer medication by route ordered?	35	36	---		
35. Prepare medication according to prescribed method for mode of administration	---	---	EOT		
36. Inform your superior of inability to perform task	---	---	EOT		
37. Inform patient it is not time for the medication and record same	---	---	EOT	Legal Responsibilities of Medications	
38. Is it your responsibility to inform the pharmacist of medications needed in the patient area?	39	36	---		
39. Inform pharmacist,according to method, of need for medication	---	---	40		
40. Will medication be available in time for you to administer it?	13	36	---		
41. Verify variable trade name with available drug information source	---	---	42	Drug Information Sources	Physician's Desk Reference or Similar Publication
42. Could you verify variable drug name?	16	36	---		
43. Are you qualified to prepare the prescribed dosage of medication from the dosage on hand?	44	36	---		

Prepare An Oral Controlled Drug or Narcotic For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
44. Prepare the dosage needed from the dosage available according to correct methods	---	---	18		
45. Balance the control drug sheet by determining the reason for the discrepancy in the correct manner	---	---	24	Determine Discrepancy in Controlled Drug Count	
46. Crush or liquify medication according to prescribed method needed	---	---	26	Methods of Altering Medications	
47. Obtain specified beverages or substances to be given with medication	---	---	48		Beverages and Appropriate Substanc
48. Obtain any necessary equipment or supplies needed to give specified beverages or substances	---	---	27		
49. Is additional medication for patient to be given orally?	11	34	---		

TASK ANALYSIS GUIDE

I. Task Statement: Count Controlled Drugs or Narcotics To Determine Accuracy of Inventory Records

II. Task Performance Cues: Eight Hour Shift Count
Discrepancy In Count While Preparing Medications

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Is this an eight hour shift count?	2	26	---		
2. Obtain the signout book for narcotics and controlled drugs and the keys for the medication area where stored	---	---	3	Principles of Controlled Drugs	Signout Book Keys
3. Obtain assistance of another individual who is qualified to determine accuracy of narcotics and controlled drug supply	---	---	4	Legal Responsibilities and Medications	
4. Position one person close to the medication storage area with the signout book	---	---	5	Medicaton Storage	Medication Storage Are
5. Second person unlocks medication area where narcotics and controlled drugs are stored	---	---	6		
6. Person counting should wash hands properly	---	---	7	Handwashing Technique	Handwashing Facilities
7. Person with signout book should turn to first medication signout sheet or specific sheet of medication in question	---	---	8		
8. Person at medication area should select the container for the medication on signout sheet	---	---	9		Medication Container
9. Read the label on the container and verify the medication with the signout sheet	---	---	10	Principles of Preparing Medications	
10. Is medication name and dosage the same on label and signout sheet?	11	38	---		

Count Controlled Drugs or Narcotics To Determine Accuracy of Inventory Records

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
11. Is medication packaged in unit dosage?	12	39	---	Methods of Packaging Medications	
12. Count the number of unit doses that you have in the container	---	---	13		
13. Give the medication count to the person with the signout book	---	---	14		
14. Does the count of the medication in the container coincide with the balance on the signout sheet?	15	26	---		
15. Return the container to the proper storage place	---	---	16		
16. Are there other narcotics or controlled drugs to be counted at this time?	17	19	---		
17. Continue through each signout sheet until all the medications have been counted	---	---	18		Signout Sheets
18. Does the count of all the narcotics or controlled drugs balance with the signout sheets?	19	26	---		
19. Is there a place that you and the other person counting should record the verification of your count?	20	22	---	Health Facility Policies	
20. Turn to the sheet that is used to verify the medication count (if not in signout book, obtain from proper place)	---	---	21		Verification Sheet
21. Both the person counting and the person observing the signout book should sign their names, time and date of verification of the narcotic and controlled drug count	---	---	22		
22. Lock the controlled drug and general medication areas	---	---	23		
23. Clean up medication area if indicated	---	---	24		
24. Return the signout book and keys to the proper place	---	---	25		
25. Report correct count to superior, if indicated	---	---	EOT		

Co[illegible] Controlled Drugs or Narcotics To Determine Accuracy of [illegible]ventory Records

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
26. For discrepancy in count, first check the sign-out record to make certain it is the correct one for the medication being counted; if not, turn to the correct record	---	---	27		
27. Do the numbers coincide now?	15	28	---		
28. Check the count again	---	---	29		
29. Do the numbers coincide now?	15	30	---		
30. Recount the medication in the container	---	---	31		
31. Do the numbers coincide now?	15	32	---		
32. Check the signout record to determine if there has been an error in recording medication or balance on hand; if so, correct error, verify the count	---	---	33		
33. Do the numbers coincide now?	15	34	---		
34. Check Kardex and/or medication sheets to determine what patients are receiving the specific medication in question	---	---	35		Kardex Patient Charts
35. Check patient charts, one at a time, to determine if narcotic or controlled drug was given but not signed out on signout record	---	---	36		
36. Was there a narcotic or controlled drug given but not signed out for?	37	38	---		
37. Record drug, dosage, date, time and name of person to whom given, plus name of person who gave medication, followed by your initials in parenthesis; then verify the count	---	---	15		
38. Contact supervisor immediately and proceed in manner advised	---	---	16		
39. Is medication in a controlled dispenser for tablets or capsules?	40	41	---		Controlled Dispenser
40. Look at the top of the dispenser and observe the number of compartments in which there are tablets or capsules	---	---	13		

Count Controlled Drugs or Narcotics To Determine Accuracy of Inventory Records

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
41. Is medication a liquid in a container with calibrations on the side?	42	38	---		Liquid in Container With Calibrations
42. Hold the calibrated container to eye level, place thumb nail at level of medication and read amount of medication in container	---	---	13		

TASK ANALYSIS GUIDE

I. Task Statement: **Prepare A Solid Oral Medication That Must Be Crushed and Mixed With Fluid or Food**

II. Task Performance Cues: Doctor's Order (Standing or Regular)
Best Method of Administration
Patient Unable or Unwilling To Swallow Normal Form

II. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order; verify medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor's Orders	Chart Book Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	33	3	---		
3. Is the medication ordered to be given orally?	3a	35	---	Principles of Medication Administration	
3a. Is medication in solid form?	4	36	---	Medication Forms	
4. Is medication ordered a controlled drug or narcotic?	36	5	---	Controlled Drugs	
5. At the appropriate time, proceed to prepare the medication	---	---	6		
6. Obtain the keys for medication area	---	---	7	Medication Storage	Keys
7. Unlock the Medication Area where specific medication is stored	---	---	8	Medication Storage	Medication Storage Facilities
8. Wash your hands in adjacent facility to Medication Area	---	---	9	Handwashing Technique	Handwashing Facilities
9. Check shelf or individual storage for medication for specific patient	---	---	10		

Prepare A Solid Oral Medication That Must Be Crushed and Mixed With Fluid or Food

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
10.	Is the medication container available or present?	11	38	---		
11.	Select appropriate container of medication	---	---	12		Medication Container
12.	Verify container label with medication order	---	---	13	Principles of Medication Preparation	Kardex and Medication Card
13.	Does ordered medication have a variable trade name?	41	14	---	Naming of Medications	Variable Trade Name List
14.	Is medication in the correct dosage?	15	43	---	Medication Dosages	
15.	Take medication from container, pour and verify according to prescribed method	---	---	16	Prepare Unit-Dose and Prepare Multiple Dose Oral Medications	Souffle Cups
16.	Place medicine cup on medication tray	---	---	17		Medication Tray
17.	Close container - verify label third time with medication order	---	---	18		
18.	Return container to proper storage place	---	---	19		
19.	Is medication a tablet or pill?	20	36	---		
20.	Obtain a pestle or two spoons	---	---	21	Methods of Altering Medications	Pestle and Spoons
21.	Place tablet or pill in pestle bowl or between two spoons	---	---	22		Tablets and Pills
22.	Apply pressure and grind back and forth until tablet or pill is crushed as fine as possible	---	---	23		
23.	Place all of crushed medication in souffle cup for mixing and/or administration	---	---	24		
24.	Is medication to be mixed with liquid or food substance?	25	45	---		
25.	Obtain correct amount of liquid or food with which to mix crushed medication and spoon for stirring	---	---	26		Liquids and Food
26.	Is crushed medication to be mixed with fluid or food substance before taking to patient?	27	46	---		

Pre e A Solid Oral Medication That Must Be Crushed and Mi With Fluid or Food

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
27.	Mix crushed medication with fluid or food substance as thoroughly as possible to mask presence or flavor of medication	---	---	28		
28.	Is patient to receive any other medication at this same time?	36	29	---		
29.	Are you preparing medications for any other patients at this same time?	36	30	---		
30.	Obtain pitcher of water and supply of drinking cups	---	---	31		Water Pitcher and Drinking Cups
31.	Clean up preparation area	---	---	32		
32.	Lock or secure medication area when finished with preparation	---	---	EOT		
33.	Check with your superior for clarification	---	---	3	Chain of Command	
34.	Are you to proceed with preparation of medications after checking with superior?	3	EOT	---		
35.	Are you qualified to administer medication by the route ordered?	36	37	---		
36.	Prepare medication according to prescribed method for mode of administration	---	---	EOT		
37.	Inform superior of inability to perform task	---	---	EOT		
38.	Is it your responsibility to inform the pharmacist of medications needed in the patient area?	39	37	---	Medication Responsibilities	
39.	Inform pharmacist according to method of need for medication	---	---	40		
40.	Will medication be available in time for you to administer it?	11	37	---		
41.	Verify variable trade name with available drug information source	---	---	42	Drug Information Source	Physician's Desk Reference or Similar Publication
42.	Could you verify variable drug name?	14	37	---		
43.	Are you qualified to prepare the prescribed dosage of medication from the dosage on hand?	44	37	---		

Prepare A Solid Oral Medication That Must Be Crushed and Mixed With Fluid or Food

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
44. Prepare the dosage needed from the dosage available according to correct methods	---	---	15	Computing Dosages of Medications	
45. Make note to explain method of administration to patient; place note on medication tray beside medication cup	---	---	28		
46. Place liquid or food with which medication is to be mixed on medication tray beside medication cup	---	---	28		

TASK ANALYSIS GUIDE

I. Task Statement: Prepare A Capsule Medication That Must Be Emptied And Mixed With Fluid or Food

II. Task Performance Cues: Doctor's Order (Standing or Regular)
Best Method of Administration
Patient Unable or Unwilling To Take in Normal Form

II. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order; verify medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor's Orders	Chart Book Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	33	3	---		
3. Is the medication ordered to be given orally?	3a	35	---	Principles of Medication Administration	
3a. Is medication in solid form?	4	36	---	Medication Forms	
4. Is medication ordered a controlled drug or narcotic?	36	5	---	Controlled Drugs	
5. At the appropriate time, proceed to prepare the medication	---	---	6		
6. Obtain the keys for medication area	---	---	7	Medication Storage	Keys
7. Unlock the Medication Area where specific medication is stored	---	---	8	Medication Storage	Medication Storage Facilities
8. Wash your hands in adjacent facility to Medication Area	---	---	9	Handwashing Technique	Handwashing Facilities
9. Check shelf or individual storage for medication for specific patient	---	---	10		

Prepare A Capsule Medication That Must Be Emptied And Mixed With Fluid or Food

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
10.	Is the medication container available or present?	11	38	---		
11.	Select appropriate container of medication	---	---	12		Medication Container
12.	Verify container label with medication order	---	---	13	Principles of Medication Preparation	Kardex and Medication Card
13.	Does ordered medication have a variable trade name?	41	14	---	Naming of Medications	Variable Trade Name List
14.	Is medication in the correct dosage?	15	43	---	Medication Dosages	
15.	Take medication from container, pour and verify according to prescribed method	---	---	16	Prepare Unit-Dose and Prepare Mutliple Dose Oral Medications	Souffle Cups
16.	Place medicine cup on medication tray	---	---	17		Medication Tray
17.	Close container - verify label third time with medication order	---	---	18		
18.	Return container to proper storage place	---	---	19		
19.	Is medication a capsule?	20	36	---		
20.	Hold capsule over souffle cup and gently twist apart	---	---	21		
21.	Allow all of medication to fall into cup	---	---	22		
22.	Tap on each end of capsule to make certain all medication is obtained	---	---	23		
23.	Dispose of empty capsule down large holed drain and flush away with running water	---	---	24		
24.	Is medication to be mixed with liquid or food substance?	25	45	---		
25.	Obtain liquid or food with which to mix loose medication from capsule and spoon for stirring	---	---	26		Liquid and Food
26.	Is loose medication to be mixed with liquid or food before taking to patient?	27	46	---		
27.	Mix loose medications with food substance as thoroughly as possible to mask presence or flavor of medication	---	---	28		

Prepare A Capsule Medication That Must Be Emptied And Mixed With Fluid or Food

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
28. Is patient to receive any other medication at this same time?	36	29	---		
29. Are you preparing medications for any other patients at this same time?	36	30	---		
30. Obtain pitcher of water and supply of drinking cups	---	---	31		Water Pitcher and Drinking Cups
31. Clean up preparation area	---	---	32		
32. Lock or secure medication area when finished with preparation	---	---	EOT		
33. Check with your superior for clarification	---	---	3	Chain of Command	
34. Are you to proceeed with preparation of medications after checking with superior?	3	EOT	---		
35. Are you qualified to administer medication by the route ordered?	36	37	---		
36. Prepare medication according to prescribed method for mode of administration	---	---	EOT		
37. Inform superior of inability to perform task	---	---	EOT		
38. Is it your responsibility to inform the pharmacist of medications needed in the patient area?	39	37	---	Medication Responsibilities	
39. Inform pharmacist according to method of need for medication	---	---	40		
40. Will medication be available in time for you to administer it?	11	37	---		
41. Verify variable trade name with available drug information source	---	---	42	Drug Information Source	Physician's Desk Reference or Similar Publication
42. Could you verify variable drug name?	14	37	---		
43. Are you qualified to prepare the prescribed dosage of medication from the dosage on hand?	44	37	---		

Prepare A Capsule Medication That Must Be Emptied And Mixed With Fluid or Food

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
44. Prepare the dosage needed from the dosage available according to correct methods	---	---	15	Computing Dosages of Medications	
45. Make note to explain method of administration to patient; place note on medication tray beside medication cup	---	---	28		
46. Place liquid or food with which medication is to be mixed on medication tray beside medication cup	---	---	28		

Common SubTasks For

Domain

PREPARE ORAL MEDICATIONS FOR THE PATIENT

Prepare Oral Unit-Dose Medication	Prepare Solid Oral Medication from Multiple-Dose Container	Prepare Liquid Oral Medication from a Multiple Dose Container	Prepare Powdered Oral Medication from a Multiple Dose Container	Prepare An Oral Controlled Drug or Narcotic for a Patient	Count Controlled Drugs or Narcotics to Determine Accuracy of Inventory Records	Prepare A Solid Oral Medication That Must Be Crushed & Mixed With Fluid or Food	Prepare A Capsule That Must Be Emptied & Mixed With Fluid or Food
1. Verify Order/Count (1,2,3,3a, 4,29,30,31)	1. (1,2,3,3a, 4,30,31,32)	1. (1,2,3,3a, 4,32,33,34)	1. (1,2,3,3a, 4,32,33,34)	1. (1,2,3,3a, 4,22,23,32, 33,34)	1. (26,27,28, 29,30,31,32, 33,34,35,36)	1. (1,2,3,3a, 4,33,34,35)	1. (1,2,3,3a, 4,33,34,35)
2. Pre-Prepare (5,6,7)	2. (5,6,7)	2. (5,6,7)	2. (5.6.7)	2. (5,6,7,8,9)	2. (1,2,3,4,5)	2. (5,6,7)	2. (5,6,7)
3. Wash Hands (8)	3. (8)	3. (8)	3. (8)	3. (10)	3. (6)	3. (8)	3. (8)
4. Select Correct Medication (9,10,11,12, 13,14,15,36, 37,38)	4. (9,10,11,12, 13,14,15,37, 38,39)	4. (9,10,11,12, 13,14,15,16, 39,40,41)	4. (9,10,11,12, 13,14,15,16, 39,40,41)	4. (11,12,13, 14,15,16, 40,41,42)	4. (7,8,9,10, 11,12,13,14, 15,16,17,18, 39,40,41,42)	4. (9,10,11, 12,13,14, 40,41,42)	4. (9,10,11, 12,13,14, 40,41,42)
5. Prepare Medications (16,17,18, 19,20,21,32, 39,40,41)	5. (16,17,18, 19,20,21,22, 33,40,41,42)	5. (17,18,19, 20,21,22,23, 35,42,43, 44,45)	5. (17,18,19, 20,21,22,23, 24,25,35,42, 43,44)	5. (17,18,19 35,43,44)	5. ---	5. (15,16,17, 18,19,20,21, 22,23,36,43, 44)	5. (15,16,17, 18,19,20, 21,22,23, 36,43,44)
6. Organize to Administer (22,23,24, 25,26,42,43, 44)	6. (23,24,25, 26,27,43,44, 45)	6. (24,25,26, 27,28,29, 46,47,48)	6. (26,27,28, 29,45,46)	6. (24,25,26, 27,28,29, 46,47,48, 49)	6. ---	6. (24,25,26, 27,28,29, 30,45,46)	6. (24,25,26, 27,28,29, 30,45,46)
7. Clean and Lock Up (27,28)	7. (28,29)	7. (30,31)	7. (30,31)	7. (30,31)	7. (22,23,24)	7. (31,32)	7. (31,32)
8. Record/ Report (33,34,35)	8. (34,35,36)	8. (36,37,38)	8. (36,37,38)	8. (20,21,22, 23,37,38, 39,45)	8. (19,20,21 25,37,38)	8. (37,38,39)	8. (37,38,39)

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Handwashing; Legal Responsibilities; Ethics; Prepare Simple Hot and Cold Foods
Domain: Prepare Oral Medication For A Patient
Task: Prepare Oral Unit-dose Medication for a patient
*Elements from task analysis

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
1. Verify order/ Count *(1,2,3,3a,4, 29,30,31)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted 3. Medication Forms a. categories of liquids b. categories of solids c. categories of semi-solids 4. Controlled Drugs a. schedule I b. schedule II c. schedule III d. schedule IV e. schedule V 5. Types of Medications a. major body systems b. special use	1. Routes of solid oral medications a. oral b. buccal c. sublingual	1. Check patient's chart for doctor's order 2. Establish mode of administration of medication 3. Establish form and dosage of medication 4. Establish time & frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare *(5,6,7)	1. Medication Storage a. medication cabinet b. security area for controlled drugs c. refrigerator d. emergency cart or tray e. rules for securing keys		1. Obtain the keys 2. Unlock medication area	

sk: Prepare Oral Unit-dose Medication for a Patie

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
3. Wash hands *(8)	1. Concept and Rules of Medical Asepsis a. cause (microorganisms) b. prevention c. aseptic technology 2. Rules for Handwashing a. technique for 30 second handwash b. technique for 60 second handwash c. technique for two minute handwash		1. Perform medical aseptic technique when preparing medications 2. Perform 30 second handwash	
4. Select correct medication *(9,10,11,12, 13,14,15,36, 37,38)	1. Naming of Medications a. official name b. generic name c. trade name d. chemical name 2. Methods of Packaging Medications a. multiple-dose container b. unit-dose container 3. Medication Dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of Medication Preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug Information Resource	1. Types of unit-dose containers	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order	

Task: Prepare Oral Unit-dose Medication for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
5. Prepare Medications *(16,17,18,19, 20,21,32,39, 40,41)	1. Five Rights of Medication Preparation & Administration 2. Computing Dosages of Medication a. conversion between systems b. qualified personnel 3. Methods of Altering Medications a. crushing b. emptying c. liquifying	1. Advantages of unit-dose packaging 2. Differences in Preparation Methods for unit-dose medications	1. Verify container label when taken from and returned to storage 2. Prepare specific dose needed from dose on hand, if indicated 3. Alter medication as needed for administration, if indicated	1. Take unit-dose from container 2. Verify label on unit-dose 3. Place unit-dose on medication tray
6. Organize to Administer *(22,23,24,25, 26,42,43,44)	1. Administration Supplies a. standard b. specific 2. Methods & Rules for Mixing Medications with Substances a. fluids b. food		1. Obtain pitcher of water and supply of drinking cups 2. Obtain specified beverage or foods to be given with medication, if indicated 3. Pre-mix medication with fluid or food, if indicated	
7. Clean and Lockup *(27,28)	1. Maintenance of Medication Area a. clean storage b. dark, dry storage c. disposal of improper medications d. locked when not in use		1. Clean up preparation area 2. Lock up medication storage area	

Task: Prepare Oral Unit-dose Medication for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
8. Record/report *(33,34,35)	1. Medication Responsibilities a. legal aspects b. ethical aspects c. qualification of personnel 2. Chain of Command a. facility b. area c. department		1. Inform pharmacist of need for unavailable medication, if indicated 2. Inform superior of any inability to perform task, if indicated	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Handwashing; Legal Responsibilities; Ethics; Prepare Simple Hot and Cold Foods
Domain: Prepare Oral Medication For A Patient
Task: Prepare Solid Oral Medications from a Multiple-Dose Container
*Elements from task analysis

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
1. Verify Order/ Count *(1,2,3,3a,4, 32,33,34)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted 3. Medication Forms a. categories of liquids b. categories of solids c. categories of semi-solids 4. Controlled Drugs a. schedule I b. schedule II c. schedule III d. schedule IV e. schedule V 5. Types of Medications a. major body systems b. special use	1. Routes of solid oral medications a. oral b. buccal c. sublingual	1. Check patient's chart for doctor's order 2. Establish mode of administration of medication 3. Establish form and dosage of medication 4. Establish time & frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare *(5,6,7)	1. Medication Storage a. medication cabinet b. security area for controlled drugs c. refrigerator d. emergency cart or tray e. rules for securing keys		1. Obtain the keys 2. Unlock medication area	

Ta[illegible] Prepare Solid Oral Medication from a Multiple-D[illegible]e Container

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
3. Wash hands *(8)	1. Concept and Rules of Medical Asepsis a. cause (microorganisms) b. prevention c. aseptic technology 2. Rules for Handwashing a. technique for 30 second handwash b. technique for 60 second handwash c. technique for two minute handwash		1. Perform medical aseptic technique when preparing medications 2. Perform 30 second handwash	
4. Select correct medication *(9,10,11,12, 13,14,15,37, 38,39)	1. Naming of Medications a. official name b. generic name c. trade name d. chemical name 2. Methods of Packaging Medications a. multiple-dose container b. unit-dose container 3. Medication Dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of Medication Preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug Information Resource	1. Bulk solid medication containers 2. Individual solid medication containers	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order	

Task: Prepare Solid Oral Medications from a Multiple-Dose Container

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
5. Prepare Medications *(16,17,18,19, 20,21,22,33,40, 41,42)	1. Five Rights of Medication Preparation & Administration 2. Computing Dosages of Medication a. conversion between systems b. qualified personnel 3. Methods of Altering Medications a. crushing b. emptying c. liquifying	1. Medical asepsis & rules for solid oral multiple-dose medication 2. Supplies for solid oral multiple-dose medications	1. Verify container label when taken from and returned to storage 2. Prepare specific dose needed from dose on hand, if indicated 3. Alter medication as needed for administration, if indicated	1. Obtain disposabl medication cups 2. Remove lid and pour correct amount of solid oral medication into lid of container 3. Verify container label when lid is put back on container 4. Place cup with oral solid medic tion on tray
6. Organize to Administer *(23,24,25,26, 27,43,44,45)	1. Administration Supplies a. standard b. specific 2. Methods & Rules for Mixing Medications with Substances a. fluids b. food		1. Obtain pitcher of water and supply of drinking cups 2. Obtain specified beverage or foods to be given with medication, if indicated 3. Pre-mix medication with fluid or food, if indicated	
7. Clean up and Lockup *(28,29)	1. Maintenance of Medication Area a. clean storage b. dark, dry storage c. disposal of improper medications d. locked when not in use		1. Clean up preparation area 2. Lock up medication storage area	

Ta : Prepare Solid Oral Medications from a Multiple ose Container

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
8. Record/report *(34,35,36)	1. Medication Responsibilities a. legal aspects b. ethical aspects c. qualification of personnel 2. Chain of Command a. facility b. area c. department		1. Inform pharmacist of need for unavailable medication, if indicated 2. Inform superior of any inability to perform task, if indicated	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Handwashing; Legal Responsibilities; Ethics; Prepare Simple Hot and Cold Foods
Domain: Prepare Oral Medications For The Patient
Task: Prepare Liquid Oral Medication from a Multiple-Dose Container
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
1. Verify Order/ Count *(1,2,3,3a,4, 32,33,34)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted 3. Medication Forms a. categories of liquids b. categories of solids c. categories of semi-solids 4. Controlled Drugs a. schedule I b. schedule II c. schedule III d. schedule IV e. schedule V 5. Types of Medications a. major body systems b. special use		1. Check patient's chart for doctor's order 2. Establish mode of administration of medication 3. Establish form and dosage of medication 4. Establish time & frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare *(5,6,7)	1. Medication Storage a. medication cabinet b. security area for controlled drugs c. refrigerator d. emergency cart or tray e. rules for securing keys		1. Obtain the keys 2. Unlock medication area	

T[illegible]: Prepare Liquid Oral Medication from a Multipl[illegible]ose Container

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
3. Wash hands *(8)	1. Concept and Rules of Medical Asepsis a. cause (microorganisms) b. prevention c. aseptic technology 2. Rules for Handwashing a. technique for 30 second handwash b. technique for 60 second handwash c. technique for two minute handwash		1. Perform medical aseptic technique when preparing medications 2. Perform 30 second handwash	
4. Select correct medication *(9,10,11,12, 13,14,15,16, 37,38,39,40,41)	1. Name of Medications a. official name b. generic name c. trade name d. chemical name 2. Methods of Packaging Medications a. multiple-dose container b. unit-dose container 3. Medication Dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of Medication Preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug Information Resource	1. Types of liquid medication containers 2. Rules for storage of liquid medication	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order	

Task: Prepare Liquid Oral Medication from a Multiple-Dose Container

Sub Task	**Cell 1** **Cognitive knowledge (generalizable) common to all tasks in the domain**	**Cell 2** **Cognitive knowledge specific to a task in the domain**	**Cell 3** **Skills (transferable) common to all tasks in the domain**	**Cell 4** **Skills specific to task in the domain**
5. Prepare Medications *(17,18,19,20, 21,22,23,35, 42,43,44,45)	1. Five Rights of Medication Preparation & Administration 2. Computing Dosages of Medication a. conversion between systems b. qualified personnel 3. Methods of Altering Medications a. crushing b. emptying c. liquifying	1. Medical asepsis and rules for preparing liquid oral medication from a multiple-dose container 2. Terminology & measurements for liquid medications 3. Supplies for liquid, oral, multiple-dose medications	1. Verify container label when taken from and returned to storage 2. Prepare specific dose needed from dose on hand, if indicated 3. Alter medication as needed for administration, if indicated	1. Obtain calibrat medicine cup 2. Hold calibrated cup at eye level place thumb nail at desired amou and pour medication (label u to lowest point of meniscus 3. Clean lip of container
6. Organize to Administer *(22,23,24,25, 26,42,43,44)	1. Administration Supplies a. standard b. specific 2. Methods & Rules for Mixing Medications with Substances a. fluids b. food	1. Rules regarding liquid cough medications	1. Obtain pitcher of water and supply of drinking cups 2. Obtain specified beverage or foods to be given with medication, if indicated 3. Pre-mix medication with fluid or food, if indicated	1. Place liquid cough medicatio so it will be given last 2. Make note to inform patient of no beverage after cough medication
7. Clean and Lockup *(30,31)	1. Maintenance of Medication Area a. clean storage b. dark, dry storage c. disposal of improper medications d. locked when not in use		1. Clean up preparation area 2. Lock up medication storage area	

Task: Prepare Liquid Oral Medication from a Multiple Dose Container

Sub Task	**Cell 1** **Cognitive knowledge (generalizable) common to all tasks in the domain**	**Cell 2** **Cognitive knowledge specific to a task in the domain**	**Cell 3** **Skills (transferable) common to all tasks in the domain**	**Cell 4** **Skills specific to task in the domain**
8. Record/report *(36,37,38)	1. Medication Responsibilities a. legal aspects b. ethical aspects c. qualification of personnel 2. Chain of Command a. facility b. area c. department		1. Inform pharmacist of need for unavailable medication, if indicated 2. Inform superior of any inability to perform task, if indicated	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Handwashing; Legal Responsibilities; Ethics; Prepare Simple Hot and Cold Foods
Domain: Prepare Oral Medications For A Patient
Task: Prepare Powdered Oral Medication from a Multiple-Dose Container
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
1. Verify Order/ Count *(1,2,3,3a,4, 32,33,34)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted 3. Medication Forms a. categories of liquids b. categories of solids c. categories of semisolids 4. Controlled Drugs a. schedule I b. schedule II c. schedule III d. schedule IV e. schedule V 5. Types of Medications a. major body systems b. special use		1. Check patient's chart for doctor's order 2. Establish mode of administration of medication 3. Establish form and dosage of medication 4. Establish time & frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare *(5,6,7)	1. Medication Storage a. medication cabinet b. security area for controlled drugs c. refrigerator d. emergency cart or tray e. rules for securing keys		1. Obtain the keys 2. Unlock medication area	

Task: Prepare Powdered Oral Medication from a Multiple-Dose Container

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
3. Wash hands *(8)	1. Concept and Rules of Medical Asepsis a. cause (microorganisms) b. prevention c. aseptic technology 2. Rules for Handwashing a. technique for 30 second handwash b. technique for 60 second handwash c. technique for two minute handwash		1. Perform medical aseptic technique when preparing medications 2. Perform 30 second handwash	
4. Select correct medication *(9,10,11,12, 13,14,15,16, 39,40,41)	1. Naming of Medications a. official name b. generic name c. trade name d. chemical name 2. Methods of Packaging Medications a. multiple-dose container b. unit-dose container 3. Medication Dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of Medication Preparation a. abbreviations for for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug Information Resource	1. Types of powdered medication containers 2. Rules for storage of powdered medication	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order	

Task: Prepare Powdered Oral Medication from a Multiple-Dose Container

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
5. Prepare Medications *(17,18,19,20, 21,22,23,24, 25,35,42,43, 44	1. Five Rights of Medication Preparation & Administration 2. Computing Dosages of Medication a. conversion between systems b. qualified personnel 3. Methods of Altering Medications a. crushing b. emptying c. liquifying	1. Medical asepsis and rules for preparing powdered oral medication from a multiple-dose container 2. Terminology and measures of powdered medications 3. Supplies for powdered, oral, multiple-dose medications	1. Verify container label when taken from and returned to storage 2. Prepare specific dose needed from dose on hand, if indicated 3. Alter medication as needed for administration, if indicated	1. Obtain proper measuring device as indicated in order 2. Measure correct amount of powder using proper measuring device 3. Place proper amount of powder in medicine cup
6. Organize to Administer *(26,27,28, 29,45,46)	1. Administration Supplies a. standard b. specific 2. Methods & Rules for Mixing Medications with Substances a. fluids b. food	1. Rules for mixing powders with other substances	1. Obtain pitcher of water and supply of drinking cups 2. Obtain specified beverage or foods to be given with medication, if indicated 3. Pre-mix medication with fluid or food, if indicated	1. Obtain proper substance powder is to be mixed with 2. Mix powder with substance according to rules 3. Make note if powder is to be taken alone and place with medication on tray
7. Clean and Lockup *(30,31	1. Maintenance of Medication Area a. clean storage b. dark, dry storage c. disposal of improper medications d. locked when not in use		1. Clean up preparation area 2. Lock up medication storage area	

Ta : Prepare Powdered Oral Medication from a Multip -Dose Container

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
8. Record/report *(36,37,38)	1. Medication Responsibilities a. legal aspects b. ethical aspects c. qualification of personnel 2. Chain of Command a. facility b. area c. department		1. Inform pharmacist of need for unavailable medication, if indicated 2. Inform superior of any inability to perform task, if indicated	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Handwashing; Legal Responsibilities; Ethics; Prepare Simple Hot and Cold Foods
Domain: Prepare Oral Medication For A Patient
Task: Prepare an Oral Controlled Drug or Narcotic for a Patient
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
1. Verify Order/ Count *(1,2,3,3a,4, 22,23,32,33,34)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted 3. Medication Forms a. categories of liquids b. categories of solids c. categories of semi-solids 4. Controlled Drugs a. schedule I b. schedule II c. schedule III d. schedule IV e. schedule V 5. Types of Medications a. major body systems b. special use		1. Check patient's chart for doctor's order 2. Establish mode of administration of medication 3. Establish form and dosage of medication 4. Establish time & frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare *(5,6,7,8,9)	1. Medication Storage a. medication cabinet b. security area for controlled drugs c. refrigerator d. emergency cart or tray e. rules for securing keys	1. Records for controlled drugs a. signout book b. individual control sheets 2. Rules for storing controlled drugs a. doubl[illegible]ock	1. Obtain the keys 2. Unlock medication area	1. Obtain the signo book for control medications 2. Check controlled medication to be given in signout book & patient's cha[illegible] 3. Unl[illegible]ck control drug area

T : Prepare an Oral Controlled Drug or Narcotic f a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
3. Wash hands *(10)	1. Concept and Rules of Medical Asepsis a. cause (microorganisms) b. prevention c. aseptic technology 2. Rules for Handwashing a. technique for 30 second handwash b. technique for 60 second handwash c. technique for two minute handwash		1. Perform medical aseptic technique when preparing medications 2. Perform 30 second handwash	
4. Select correct medication *(11,12,13,14, 15,16,40,41,42)	1. Naming of Medications a. official name b. generic name c. trade name d. chemical name 2. Methods of Packaging Medications a. multiple-dose container b. unit-dose container 3. Medication Dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of Medication Preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug Information Resource	1. Types of containers a. unit-dose b. oral solid c. oral liquid d. oral powder 2. Rules for storage a. unit-dose b. oral solid c. oral liquid d. oral powder	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order	

Task: Prepare an Oral Controlled Drug or Narcotic for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
5. Prepare Medications *(17,18,19,35, 43,44)	1. Five Rights of Medication Preparation & Administration 2. Computing Dosages of Medication a. conversion between systems b. qualified personnel 3. Methods of Altering Medications a. crushing b. emptying c. liquifying	1. Specific medical asepsis and rules for medications from multiple-dose containers a. solids b. liquids c. powders 2. Terminology and measurements for medications from multiple-dose containers a. liquids b. powders 3. Supplies needed to prepare multiple-dose container medications a. solids b. liquids c. powders	1. Verify container label when taken from and returned to storage 2. Prepare specific dose needed from dose on hand, if indicated 3. Alter medication as needed for administration, if indicated	1. Obtain specifi measuring devic for multiple-do container medications 2. Take medicatio from container, pour and verify according to prescribed method
6. Organize to Administer *(24,25,26,27, 28,29,46,47, 48,49)	1. Administration Supplies a. standard b. specific 2. Methods & Rules for Mixing Medications with Substances a. fluids b. foods	1. Specific rules regarding altering medications, mixing medications, cough medications a. solids b. liquids c. powders 2. Supplies needed for altering medications, mixing medications a. solids b. liquids c. powders	1. Obtain pitcher of water and supply of drinking cups 2. Obtain specified beverage or foods to be given with medication, if indicated 3. Pre-mix medication with fluid or food, if indicated	1. Obtain necessar supplies for altering or mix any type of med cation 2. Alter or mix an type of medication as needed 3. Make any notati to go with medications for spe ial instruction

D[illegible]: Prepare an Oral Controlled Drug or Narcotic f[illegible] a Patient

Sub Task	**Cell 1** **Cognitive knowledge (generalizable) common to all tasks in the domain**	**Cell 2** **Cognitive knowledge specific to a task in the domain**	**Cell 3** **Skills (transferable) common to all tasks in the domain**	**Cell 4** **Skills specific to task in the domain**
7. Clean and Lockup *(30,31)	1. Maintenance of Medication Area a. clean storage b. dark, dry storage c. disposal of improper medications d. locked when not in use	1. Security rules for controlled drugs and narcotics	1. Clean up preparation area 2. Lock up medication storage area	1. Secure controlle drug area when locking regular medication area
8. Record/report *(20,21,22,23, 37,38,39,45	1. Medication Responsibilities a. legal aspects b. ethical aspects c. qualification of personnel 2. Chain of Command a. facility b. area c. department	1. Principles of controlled drugs a. records b. accuracy of supply c. verification of supply d. balancing control sheet 2. Rules for discrepancies in Control Drug Count	1. Inform pharmacist of need for unavailable medication, if indicated 2. Inform superior of any inability to perform task, if indicated	1. Record prepared medication in signout book; include medication, dose, patient, time and signature 2. Verify the amount of medication left 3. Determine discrepancy and balance control drug sheet, if indicated

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Handwashing; Legal Responsibilities; Ethics
Domain: Prepare Oral Medication For A Patient
Task: Count Controlled Drugs or Narcotics to Determine Accuracy of Inventory Records
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
1. Verify Order/ Count *(26,27,28,29, 30,31,32,33, 34,35,36)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted 3. Medication Forms a. categories of liquids b. categories of solids c. categories of semi-solids 4. Controlled Drugs a. schedule I b. schedule II c. schedule III d. schedule IV e. schedule V	1. Principles of controlled drugs a. records b. verification c. balancing 2. Rules for discrepancies in control drug count a. verify control sheet b. re-count c. error check d. patient chart check e. correct errors f. supervisor contact	1. Check patient's chart for doctor's order 2. Establish mode of administration of medication 3. Establish form and dosage of medication 4. Establish time & frequency of administration 5. Establish control schedule of medication	1. Check signout bo to verify correc control sheet an count 2. Check control sheet for error in recording 3. Check Kardex and patient charts t determine patien on control medic tion 4. Correct errors if indicated 5. Contact supervis if unable to cor ect discrepancy
2. Pre-Prepare *(1,2,3,4,5)	1. Medication Storage a. medication cabinet b. security area for controlled drugs c. refrigerator d. emergency cart or tray e. rules for securing keys	1. Records for controlled drugs 2. Rules for inventory a. 2 person count b. frequency of count 3. Rules for storing controlled drugs	1. Obtain the keys 2. Unlock medication area	1. Obtain signout book 2. Obtain qualified assistance 3. Position assistant properly 4. Unlock control drug area

T[illegible]: Count Controlled Drugs or Narcotics to Determi[illegible] Accuracy of Inventory Records

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
3. Wash hands *(6)	1. Concept and Rules of Medical Asepsis a. cause (microorganisms) b. prevention c. aseptic technology 2. Rules for Handwashing a. technique for 30 second handwash b. technique for 60 second handwash c. technique for two minute handwash		1. Perform medical aseptic technique when preparing medications 2. Perform 30 second handwash	
4. Select correct medication *(7,8,9,10,11, 12,13,14,15,16, 17,18,39,40,41, 42)	1. Naming of Medications a. official name b. generic name c. trade name d. chemical name 2. Methods of Packaging Medications a. multiple-dose container b. unit-dose container 3. Medication Dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of Medication Preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug Information Resource	1. Principles of counting controlled medications a. count for specific container (1) unit-dose (2) dispenser (3) liquid b. verify count	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order	1. Count controlled medication by method for container a. count unit-do: or b. observe numbe on dispenser or c. calibrate liquid 2. Verify count wit assistant 3. Follow rules for discrepancy

Task: Count Controlled Drugs or Narcotics to Determine Accuracy of Inventory Records

Sub Task	**Cell 1** **Cognitive knowledge (generalizable) common to all tasks in the domain**	**Cell 2** **Cognitive knowledge specific to a task in the domain**	**Cell 3** **Skills (transferable) common to all tasks in the domain**	**Cell 4** **Skills specific to task in the domain**
5. Prepare Medications	NOT	APPLICABLE		
6. Organize to Administer	NOT	APPLICABLE		
7. Clean and Lockup *(22,23,24)	1. Maintenance of Medication Area a. clean storage b. dark, dry storage c. disposal of improper medications d. locked when not in use	1. Security rules for controlled drugs and narcotics	1. Clean up preparation area 2. Lock up medication storage area	1. Secure controlle drug area when locking regular medication area
8. Record/report *(19,20,21,25, 37,38)	1. Medication Responsibilities a. legal aspects b. ethical aspects c. qualification of personnel 2. Chain of Command a. facility b. area c. department	1. Rules for verifying count a. record sheets b. signatures c. health facility policies d. discrepancies 2. Rules for controlled drugs	1. Inform pharmacist of need for unavailable medication, if indicated 2. Inform superior of any inability to perform task, if indicated	1. Turn to verification sheet 2. Complete verific tion sheet with assistant 3. Report count, if indicated 4. Record controlle drug, if indicat

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Handwashing; Legal Responsibilities; Ethics; Prepare Simple Hot and Cold Foods
Domain: Prepare Oral Medication For A Patient
Task: Prepare a Solid Oral Medication that must be Crushed and Mixed with Fluid or Food
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
1. Verify Order/ Count *(1,2,3,3a,4, 33,34,35)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted 3. Medication Forms a. categories of liquids b. categories of solids c. categories of semi-solids 4. Controlled Drugs a. schedule I b. schedule II c. schedule III d. schedule IV e. schedule V 5. Types of Medications a. major body systems b. special use		1. Check patient's chart for doctor's order 2. Establish mode of administration of medication 3. Establish form and dosage of medication 4. Establish time & frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare *(5,6,7)	1. Medication Storage a. medication cabinet b. security area for controlled drugs c. refrigerator d. emergency cart or tray e. rules for securing keys		1. Obtain the keys 2. Unlock medication area	

Task: Prepare a Solid Oral Medication that must be Crushed and Mixed with Fluid or Food

Sub Task	**Cell 1** Cognitive knowledge (generalizable) common to all tasks in the domain	**Cell 2** Cognitive knowledge specific to a task in the domain	**Cell 3** Skills (transferable) common to all tasks in the domain	**Cell 4** Skills specific to task in the domain
3. Wash hands *(8)	1. Concept and Rules of Medical Asepsis a. cause (microorganisms) b. prevention c. aseptic technology 2. Rules for Handwashing a. technique for 30 second handwash b. technique for 60 second handwash c. technique for two minute handwash		1. Perform medical aseptic technique when preparing medications 2. Perform 30 second handwash	
4. Select correct medication *(9.10,11,12,13,14,40,41,42)	1. Naming of Medications a. official name b. generic name c. trade name d. chemical name 2. Methods of Packaging Medications a. multiple-dose container b. unit-dose container 3. Medication Dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of Medication Preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug Information Resource	1. Types of containers a. unit-dose b. oral solid 2. Rules for storage a. unit-dose b. oral solid	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order	

Task: Prepare a Solid Oral Medication that must be Crushed and Mixed with Fluid or Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
5. Prepare Medications *(15,16,17,18 19,20,21,22,23 36,43,44)	1. Five Rights of Medication Preparation and Administration 2. Computing Dosages of Medications a. conversion between systems b. qualified personnel	1. Methods for crushing solid oral medication a. pestle b. pill crusher c. spoons	1. Verify container label when taken from storage, poured and returned to storage 2. Prepare specific dose needed from dose on hand, if indicated	1. Obtain any indicated measuring device 2. Take medication from container, pour and verify label according to prescribed method 3. Obtain available supplies for crushing solid medication 4. Crush solid medication using appropriate supplies 5. Place crushed medication in medicine cup
6. Organize to Administer *(24,25,26,27, 28,29,30,45, 46)	1. Administration Supplies a. standard b. specific 2. Methods & Rules for Mixing Medications with Substances a. fluids b. food		1. Obtain pitcher of water and supply of drinking cups 2. Obtain specified beverage or foods to be given with medication, if indicated 3. Pre-mix medication with fluid or food, if indicated	

Task: Prepare a Solid Oral Medication that must be Crushed and Mixed with Fluid or Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
7. Clean and Lockup *(31,32)	1. Maintenance of Medication Area a. clean storage b. dark, dry storage c. disposal of improper medications d. locked when not in use		1. Clean up preparation area 2. Lock up medication storage area	
8. Record/report *(37,38,29)	1. Medication Responsibilities a. legal aspects b. ethical aspects c. qualification of personnel 2. Chain of Command a. facility b. area c. department		1. Inform pharmacist of need for unavailable medication, if indicated 2. Inform superior of any inability to perform task, if indicated	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Handwashing, Legal Responsibilities; Ethics; Prepare Simple Hot and Cold Foods
Domain: Prepare Oral Medication for the Patient
Task: Prepare a Capsule that must be Emptied and Mixed with Fluid or Food
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
1. Verify Order/ Count *(1,2,3,3a,4, 33,34,35)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted 3. Medication Forms a. categories of liquids b. categories of solids c. categoriies of semi-solids 4. Controlled Drugs a. schedule I b. schedule II c. schedule III d. schedule IV e. schedule V 5. Types of Medications a. major body systems b. special use		1. Check patient's chart for doctor's order 2. Establish mode of administration of medication 3. Establish form and dosage of medication 4. Establish time & frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare *(5,6,7)	1. Medication Storage a. medication cabinet b. security area for controlled drugs c. refrigerator d. emergency cart or tray e. rules for securing keys		1. Obtain the keys 2. Unlock medication area	

Task: Prepare a Capsule that must be Emptied and Mixed with Fluid or Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
3. Wash hands *(8)	1. Concept and Rules of Medical Asepsis a. cause (microorganisms) b. prevention c. aseptic technology 2. Rules for Handwashing a. technique for 30 second handwash b. technique for 60 second handwash c. technique for two minute handwash		1. Perform medical aseptic technique when preparing medications 2. Perform 30 second handwash	
4. Select correct medication *(9,10,11,12,13,14,40,41,42)	1. Naming of Medications a. official name b. generic name c. trade name d. chemical name 2. Methods of Packaging Medications a. multiple-dose container b. unit-dose container 3. Medication Dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of Medication Preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug Information Resource	1. Type of containers a. unit-dose b. oral solid 2. Rules for storage a. unit-dose b. oral solid	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order	

Ta[illegible]. Prepare a Capsule that must be Emptied and Mix[illegible] with Fluid or Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
5. Prepare Medication *(15,16,17,18, 19,20,21,22,23, 36,43,44)	1. Five Rights of Medication Preparation and Administration 2. Computing Dosages of Medications a. conversion between systems b. qualified personnel	1. Rules for emptying capsules a. open b. empty c. dispose	1. Verify container label when taken from storage, poured and returned to storage 2. Prepare specific dose needed from dose on hand, if indicated	1. Take capsule from container, pour and verify label according to prescribed method 2. Obtain souffle cup 3. Hold capsule over cup and gently twist apart 4. Allow all medication to fall in cup; also tap on end of capsule 5. Dispose of empty capsule in flush facility
6. Organize to Administer *(24,25,26,27, 28,29,30,45, 46)	1. Administration Supplies a. standard b. specific 2. Methods & Rules for Mixing Medications with Substances a. fluids b. food		1. Obtain pitcher of water and supply of drinking cups 2. Obtain specified beverage or foods to be given with medication, if indicated 3. Pre-mix medication with fluid or food, if indicated	
7. Clean and Lockup *(31,32)	1. Maintenance of Medication Area a. clean storage b. dark, dry storage c. disposal of improper medications d. locked when not in use		1. Clean up preparation area 2. Lock up medication storage area	

Task: Prepare a Capsule that must be Emptied and Mixed with Fluid or Food

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
8. Record/report *(37,38,39)	1. Medication Responsibilities a. legal aspects b. ethical aspects c. qualification of personnel 2. Chain of Command a. facility b. area c. department		1. Inform pharmacist of need for unavailable medication, if indicated 2. Inform superior of any inability to perform task, if indicated	

APPENDIX A

Task analysis for Domain: Prepare Oral Medications For A Patient

- Prepare Oral Unit-Dose Medication
- Prepare Solid Oral Medication from Multiple-Dose Container
- Prepare Liquid Oral Medication from Multiple-Dose Container
- Prepare Powdered Oral Medication from Multiple-Dose Container
- Prepare Oral Controlled Drug or Narcotic
- Count Controlled Drugs or Narcotics to Determine Accuracy of Inventory Records
- Prepare A Solid Oral Medication That Must Be Crushed and Mixed with Fluid or Food
- Prepare A Capsule That Must Be Emptied and Mixed with Fluid or Food

Common Sub Tasks for the Domain

Learning Content Identification

- Prepare Oral Unit-Dose Medication
- Prepare Solid Oral Medication from Multiple-Dose Container
- Prepare Liquid Oral Medication from Multiple-Dose Container
- Prepare Powdered Oral Medication from Multiple-Dose Container
- Prepare Oral Controlled Drug or Narcotic
- Count Controlled Drugs or Narcotics to Determine Accuracy of Inventory Records
- Prepare A Solid Oral Medication That Must Be Crushed and Mixed with Fluid or Food
- Prepare A Capsule That Must Be Emptied and Mixed with Fluid or Food

Data Sheet A - Content Limits for Tasks in Domain

Data Sheet B - Content Limits for Subtasks in Domain

Data Sheet C - Content Limits for Equipment and Supplies in Domain

374

CONTENT LIMITS DATA SHEET A

DOMAIN

PREPARE ORAL MEDICATIONS FOR THE PATIENT

Task I: Prepare oral unit-dose medication

A. Unit-Dose Container

1. solid
2. liquid
3. semi-solid

B. Route

1. oral
2. buccal
3. sublingual

C. Form

1. liquid
2. solid
3. semi-solid

D. Medical Asepsis

1. unit-dose

Task II: Prepare solid oral medications from multiple-dose container

A. Multiple-Dose Container

1. bulk (stock)
2. individual

B. Route

1. oral
2. buccal
3. sublingual

C. Supplies

1. souffle cups
2. plastic cups

D. Forms

1. pills
2. tablets
3. capsules
4. spansules
5. lozenges

E. Measurement

1. grain
2. dram
3. ounce
4. milligram
5. gram

F. Abbreviations

1. tab.
2. cap.
3. gr.
4. ʒ
5. ℥
6. mg.
7. Gm.

G. Medical Asepsis

1. multiple-dose solids

Task III: Prepare liquid oral medication from multiple-dose container

A. Containers

1. 4 ounce bottle
2. 8 ounce bottle
3. 16 ounce bottle

B. Route

1. oral

C. Supplies

1. calibrated medicine cup
2. medicine dropper
3. teaspoon
4. tablespoon

D. Forms

1. fluid extract
2. tincture
3. spirits
4. syrups
5. elixirs
6. suspensions
7. milks
8. emulsions

E. Measurements

1. drop
2. minim
3. fluid dram
4. fluid ounce
5. milliliter
6. teaspoon
7. tablespoon

F. Abbreviations

1. dil.
2. elix.
3. ext.
4. gtt.
5. m.
6. f ʒ
7. f ℥
8. ml.
9. tsp.
10. tbsp.

G. Medical Asepsis

1. multiple-dose liquids

Task IV: Prepare powdered oral medication from a multiple-dose container

A. Containers

1. 4 ounce bulk
2. 8 ounce bulk
3. 16 ounce bulk

B. Route

1. oral

C. Supplies

1. teaspoon
2. tablespoon
3. ounce cup

Data Sheet A (Cont.)

Task IV: Prepare powdered oral medication from a multiple-dose container (continued)

D. Forms

1. powder

E. Measurements

1. grain
2. dram
3. ounce
4. teaspoon
5. tablespoon

F. Abbreviations

1. gr.
2. ʒ
3. ℥
4. tsp.
5. tbsp.

Task V: Prepare an oral controlled drug or narcotic for a patient

A. Containers

1. circular control drug dispenser
2. rectangular control drug dispenser
3. unit-dose
4. oral solid
5. oral liquid
6. oral powder

B. Control Sheets

1. control sheet for narcotic
2. control sheet for sedative
3. control sheet for tranquilizer
4. control signout book

C. Medical Asepsis

1. unit-dose
2. miltiple-dose solids
3. multiple-dose liquid
4. multiple-dose powder

D. Supplies

1. souffle cups
2. plastic cups
3. calibrated cups

E. Fluids

1. water
2. juice
3. milk

F. Foods

1. applesauce
2. jelly
3. pudding

G. Count

1. accurate count
2. inaccurate count

Task VI: Count controlled drugs or narcotics to determine accuracy of inventory records

A. Type

1. shift count
2. new order verification

B. Situations

1. accurate
2. error in count
3. error in recording
4. error in balance
5. error in verification

C. Control Sheets

1. sheets for narcotics
2. sheets for sedatives
3. sheets for tranquilizers
4. control signout book
5. verification control sheet

D. Containers

1. circular control drug dispenser
2. rectangular control drug dispenser
3. unit-dose
4. oral solids
5. oral liquids
6. oral powders

Task VII: Prepare a solid oral medication that must be crushed and mixed with fluid or food

A. Container

1. unit-dose
2. multiple-dose

B. Route

1. oral

C. Methods

1. pestle
2. pill crusher
3. spoons

D. Forms

1. pill
2. tablet
3. lozenge

E. Fluid

1. water
2. juice
3. milk

F. Food

1. applesauce
2. jelly
3. pudding

Data Sheet A (Cont.)

Task VIII: Prepare a capsule that must be emptied and mixed with fluid or food

A. Container

1. unit-dose
2. multiple-dose

B. Route

1. oral

C. Forms

1. capsule
2. spansule

D. Fluid

1. water
2. juice
3. milk

E. Food

1. applesauce
2. jelly
3. pudding

CONTENT LIMITS DATA SHEET B
DOMAIN
PREPARE ORAL MEDICATIONS FOR THE PATIENT

Sub Task I: VERIFY ORDER/COUNT

A. Order

1. chart

B. Route

1. oral
2. sublingual
3. buccal

C. Liquid Forms

1. fluid extract
2. tincture
3. spirits
4. syrups
5. elixirs
6. suspensions
7. milks
8. emulsions

D. Solid Forms

1. pills
2. tablets
3. capsules
4. spansules
5. lozenges

E. Semi-Solids

1. powders

F. Medications-Controlled

1. Schedule I
2. Schedule II
3. Schedule III
4. Schedule IV
5. Schedule V

G. Medications for System

1. musculoskeletal
2. respiratory
3. cardiovascular
4. nervous
5. eye & ear
6. gastrointestinal
7. urinary
8. endocrine
9. female reproductive
10. male reproductive
11. skin

H. Medications for Special Use

1. antibiotics
2. anti-inflammatory
3. immunological
4. vitamins
5. minerals
6. antihistaminics
7. cytotoxics

Sub Task II: PRE-PREPARE

A. Storage Area

1. medication cabinet
2. medication cart
3. control drug box
4. refrigerator
5. emergency cart

B. Supplies

1. medication cabinet keys
2. medication cart keys
3. control drug box keys
4. control drug book

C. Drug Type

1. controlled
2. non-controlled

Sub Task III: HAND WASH

A. Time

1. 30 seconds
2. 60 seconds
3. 2 minutes

B. Facilities

1. sink, real
2. sink, simulated
3. basin

C. Soap

1. liquid
2. powder
3. bar

D. Drying

1. towels, paper
2. towels, cloth

DATA SHEET B (Cont.)

Sub Task IV: SELECT CORRECT MEDICATIONS

A. Names

1. generic
2. trade
3. chemical

B. Packaging

1. multiple-dose container
2. unit-dose container

C. Dosages

1. metric
2. apothecaries'
3. household

D. Abbreviations and Symbols

1. āā
2. a.c.
3. a.m.
4. ad lib
5. b.i.d.
6. c̄
7. cap.
8. comp.
9. D.C.
10. dil.
11. elix.
12. ext.
13. Gm.
14. gr.
15. gtt.
16. h.
17. h.s.
18. L.
19. m.
20. mg.
21. ml.
22. N.P.O.
23. oz.
24. p.c.
25. per
26. p.r.n.
27. q̄
28. q.d.
29. q.i.d.
30. q.o.d.
31. Rx
32. s̄
33. s̄s̄
34. Sig.
35. Sol.
36. s.o.s.
37. stat
38. tab
39. tbsp.
40. t.i.d.
41. tinct
42. tsp.
43. ʒ
44. ℥
45. f ʒ
46. f℥

E. Method

1. Kardex
2. medication card

F. Information Resource

1. Physician's Desk Reference
2. variable drug list

Sub Task V: PREPARE MEDICATIONS

A. Methods

1. unit-dose
2. multiple-dose
3. alterations

B. Supplies

1. souffle cups
2. plastic cups
3. calibrated cups
4. teaspoons
5. tablespoons
6. medicine dropper
7. medicine tray, large
8. medicine tray, small
9. portable medicine cart

Sub Task VI: ORGANIZE TO ADMINISTER

A. Supplies

1. carafe
2. feeding cup
3. glass
4. straw
5. dish
6. pitcher
7. spoons
8. pestle
9. pill crusher

B. Fluids & Foods

1. juice
2. milk
3. water
4. applesauce
5. jelly
6. pudding

Sub Task VII: CLEAN UP AND LOCK UP

A. Storage Area

1. medication cabinet
2. medication cart
3. control drug box
4. refrigerator
5. emergency cart

B. Supplies

1. medication cabinet keys
2. medication cart keys
3. control drug box keys

C. Cleaning

1. cloths
2. paper towel
3. liquid soap
4. powdered soap

Sub Task VIII: RECORD/REPORT

A. Record Supplies

1. control drug sheet for narcotics
2. control drug sheet for sedatives
3. control drug sheet for tranquilizers

B. Other Forms

1. incident report sheets
2. order blanks

CONTENT LIMIT DATA SHEET C

DOMAIN

PREPARE ORAL MEDICATIONS FOR A PATIENT

I. EQUIPMENT

- A. Medication cabinet
- B. Medication cart, locked
- C. Medication cart, portable
- D. Chart backs
- E. Kardex file
- F. Sink, large-hole drain (simulated)
- G. Control drug box
- H. Carafe
- I. Water pitcher
- J. Control drug signout book
- K. Basin
- L. Emergency cart
- M. Refrigerator (simulated)

II. SUPPLIES

- A. Kardex cards
- B. Medication cards
- C. Chart forms
- D. Control drug sheets
- E. Keys
  - 1. medication cabinet
  - 2. medication cart
  - 3. control drug box
- F. Medications
  - 1. unit-dose
    - a. solid (capsule, spansule, tablet pills, lozenges)
    - b. liquid (elixir, milk, extracts, tinctures, spirits, syrups, suspensions, emulsions)
    - c. semi-solid (powder)
  - 2. multiple-dose
    - a. solid (capsule, spansule, tablet pills, lozenges)
    - b. liquid (elixir, milk, extracts, tinctures, spirits, syrups, suspensions, emulsions)
    - c. semi-solid (powder)
- G. Medication cups
  - 1. souffle
  - 2. calibrated
- H. Medicine droppers
- I. Drinking containers, paper
- J. Drinking containers, glass
- K. Feeding cups
- L. Straws
- M. Tablespoons
- N. Teaspoons
- O. Ounce cup
- P. Pestle
- Q. Pill crusher
- R. Fluids
  - 1. juices
  - 2. milk
  - 3. water
- S. Foods
  - 1. applesauce
  - 2. pudding
  - 3. jelly
- T. Soap
  - 1. liquid
  - 2. powder
  - 3. bar
- U. Paper towels
- V. Cloths
- W. Medication trays, large
- X. Medication trays, small
- Y. References
  - 1. Physician's Desk Reference
  - 2. variable drug list
- Z. Control drug dispenser
  - 1. circular
  - 2. rectangular

APPENDIX B

Domain Referenced Test Format

Domain Referenced Test I
for
Prepare Oral Medications for the Patient

381

SAMPLE DRT

A. DRT Format

1. Domain: Prepare Oral Medication for a Patient
2. Tasks in domain:
    a. Prepare oral unit-dose medication
    b. Prepare solid oral medication from multiple-dose container
    c. Prepare liquid oral medication from multiple-dose container
    d. Prepare powdered oral medication from multiple-dose container
    e. Prepare oral controlled drug or narcotic
    f. Count controlled drugs or narcotics to determine accuracy of inventory records
    g. Prepare a solid oral medication that must be crushed and mixed with fluid or food
    h. Prepare a capsule that must be emptied and mixed with fluid or food
3. Domain Descriptor: Prepare Oral Medication for a Patient
4. Content limits for domain
    a. Content limits per tasks -- See Data Sheet A
    b. Content limits per sub-tasks -- See Data Sheet B
    c. Content limits for equipment -- See Data Sheet C
5. Criteria for evaluation

    All items on the following checklists must be acceptable to pass test

    See attached checklists
6. Test Stimulus Characteristics:

    Each student will be given a patient situation for which oral medications are to be prepared, plus appropriate supplies and equipment needed to prepare the medications. The test will be conducted in a simulated medication area. A sample combination of variables for testing are given below:

DATA SHEET A

Test 1

I.	A-1	C-2	
	B-2		
III.	A-2	D-7	G-1
	B-1	E-6	
	C-3	F-9	
V.	A-2	D-1	G-1
	B-1	E-2	
	C-2	F-	
VIII.	A-2	D-2	
	B-1	E-3	
	C-1		

Test 2

II.	A-1	D-3	G-1
	B-1	E-4	
	C-2	F-6	
IV.	A-1	D-1	G-1
	B-1	E-2	
	C-1	F-2	
VI.	A-1	C-2	
	B-4	D-3	
VII.	A-1	D-2	
	B-1	E-	
	C-2	F-2	

DATA SHEET B

Test 1

I.	A-1	D-3	G-4
	B-3	E-	H-4
	C-7	F-2	
II.	A-1-3-4	C-1-2	
	B-1		
III.	A-2		
	B-3		
IV.	A-1	D-2-5-20	
	B-2	E-1	
	C-1	F-2	
V.	A-1-2-3		
	B-1-4-8		
VI.	A-1-3-4		
	B-2-3		
VII.	A-1-3-4	C-1-4	
	B-1		
VIII.	A-1		

Test 2

I.	A-1	D-2	G-6
	B-1	E-1	H-1
	C-4	F-3	
II.	A-2-3	C-1-2	
	B-2		
III.	A-1	C-2	
	B-1	D-1	
IV.	A-2	D-15-24-49	
	B-1	E-2	
	C-2	F-1	
V.	A-1-2-3		
	B-3-4-9		
VI.	A-5-7-9		
	B-3-5		
VII.	A-2-3	C-2-3	
	B-2		
VIII.	A-2		

DATA SHEET C

I. A.
C.
D.
E.
F.
I.
J.

II. E.1.
D.
E.
F.1.a.
F.1.b.
F.1.c.
G.1.
G.2.
J.
K.
N.
Q.
R.2.
R.3.
S.3.
T.1.
T.2.
U.
Y.2.

7. Test Response Characteristics:

The student will prepare medications as directed by the patient situation. The student's performance must be acceptable according to the evaluation checklist.

8. Student Instruction Sheet I

Given a student partner (if indicated) and access to the following supplies you will prepare an oral unit-dose medication; a liquid multiple-dose medication; and a capsule that must be emptied and mixed with fluid or food. You will also prepare a controlled drug. You will verify it is alright for the patient to have the medication, prepare it and sign out properly. Your performance will be evaluated according to the attached checklists. All items on the checklist must be acceptable to pass the test.

EQUIPMENT LIST:

Medication cabinet, medication cabinet keys, unit-dose medication, solid multiple-dose medication, liquid multiple-dose medication, capsules, souffle medication cups, calibrated medication cups, Kardex, portable medication cart, glass, straw, teaspoon, water pitcher, water, pudding, paper towels, liquid soap, large-holed drain sink (simulated), controlled medication signout book, appropriate signout sheets, control drug box, drug box key, round dispensers

C. Accessory Materials To Be With Test

1. Student instruction sheet
2. Equipment and supply list
3. Checklist for evaluation

394

Domain Referenced Test One

Prepare Oral Medication for a Patient

STUDENT INSTRUCTIONS:

Examine the following nursing order and supply and equipment list. Perform the required activities in the simulated medication area. All equipment and supplies are present in the medication area.

Your performance will be evaluated by the instructor according to the attached checklist for preparing medications. All points on the checklist must be acceptable to pass the performance test.

NURSING ORDER:

Given a patient's chart containing a doctor's order sheet and nurse's notes, a patient's kardex card, and the following equipment list you will verify the orders; check to see if the patient may have pain and cough medication at 8:45a.m., October 6, 1979; prepare all regular 9:00a.m. and allowable requested medications listed on the kardex. You will also sign out for any controlled medication, prepared in the proper manner.

EQUIPMENT AND SUPPLY LIST:

Medication cabinet, medication cabinet keys, small medication tray, chart back, kardex file, large-holed drain sink (simulated), water pitcher, control drug signout book, control drug sheet, unit-dose tablets, bulk supply of tablets, 8 ounce bottle of liquid medication, souffle and calibrated medication cups, and capsules.

CHECKLIST:

See attached checklists

DOCTOR'S ORDERS AND NURSE'S NOTES:

See patient chart

CONTROLLED DRUG SHEET

See signout book

NAME ______________________________ DATE ______________________________

MEDICATION PREPARATION

CHECKLIST

U	S		
_____	_____	1.	Verifies medication order (using method given) with doctor's orders or patient's chart
_____	_____	2.	Adheres to limitations of medications able to prepare
_____	_____	3.	Obtains medication key (and control book if indicated) and unlocks medication area
_____	_____	4.	Washes hands according to proper technique (30 second wash)
_____	_____	5.	Selects correct container of medication
_____	_____	6.	Verifies label for type and dosage of medication
_____	_____	7.	Opens container and pours medication correctly for type ordered
_____	_____	8.	Verifies (poured) medication with medication order
_____	_____	9.	Closes container properly and verifies third time
_____	_____	10.	Records narcotics or controlled drugs properly (verifies drug count)*
_____	_____	11.	Stores medication properly (for type)
_____	_____	12.	Alters state of medication properly*
_____	_____	13.	Obtains any additional equipment necessary to administer medication*
_____	_____	14.	Locks or secures medication area when finished
_____	_____	15.	Cleans up preparation area
_____	_____	16.	Maintains medical asepsis throughout task
_____	_____	17.	Sequences steps of medication preparation correctly
_____	_____	18.	Meets time limit

*if applicable

SCORE ______________________________

396

Jones, Betty
Dr. J. P. White
Room 653

Doctor's Order Sheet

10/5/79 Admit patient
Bedrest
Phenobarbital gr $\overline{ss}$ t.i.d. and hs for restlessness
Sulla 500mg. daily
Codeine gr. † tab $\bar{q}$ 4 hr. prn for pain
Elix. Terpin Hydrate 4 ml $\bar{q}$ 4 hr prn for cough
Liquid diet

J. P. White, M.D.

KARDEX CARD

Medications:	
10/5/79	Phenobarbital gr $\overline{ss}$ 9a.m. - 1p.m - 5p.m. & hs. for restlessness
10/5/79	Sulla 500 mg. daily @ 9a.m.
10/5/79	Elix. Terpin Hydrate 4 ml. $\bar{q}$ 4 hr prn for cough
10/5/79	Codeine gr Ī tab $\bar{q}$ 4 hr prn for pain
Activity: Bedrest 10/5/79	Diet: Liquid 10/5/79
Diagnosis: Influenza, Urinary Tract Infection	
653 Jones, Betty Age: 68	Physician: D. J. P. White

Jones, Betty
Dr. J. P. White
Room 653

Nurse's Notes

Time	Date	Treatments	Notations
4^{15} a.m.	10/6/79		Chilling, coughing and
			states having aches
			and pains all over.
4^{30} a.m.		Codeine gr ī tab given	for pain. E. Brown, R.N.
		Elix. Terpin Hydrate	4 ml. given for cough E. Brown, R.N.
5^{30}/a.m.			Appears to be sleeping.
7^{00} a.m.			A fair night. E. Brown, R.N.
8^{0} a.m.			Refused breakfast
8^{45} a.m.			Coughing severely and
			clutching chest. Asking
			for pain and cough
			medication. S. Jones, L.P.N.

388

Controlled Drug Sheet

Rm. No. 653 Patient: Jones, Betty Rx.# 39704

Drug: Codeine gr ī Amt. Rec'd. 30 tablets Dr. J. P. White

Date Given	Time	Amt.	Nurse	Date Checked	Time	Bal.	Init.
10/5/79	2:30p.m.	1	G. Smith, R.N.	10/5/79	3:00p.m.	29	G.S. T.M.
10/5/79	7:00p.m.	1	T. Meyers, R.N.	10/5/79	11:00p.m.	27	T.M. E.B.
10/5/79	11:00p.m.	1	T. Meyers, R.N.	10/6/79	7:00a.m.	26	E.B. G.S.
10/6/79	4:30a.m.	1	E. Brown, R.N.				

TASK ANALYSIS GUIDE

I. Task Statement: Apply A Medicated Lotion or Liniment For A Patient

II. Task Performance Cues: Physician's Order - Standing Routine or Stat Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's Chart for doctor's order; medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor' orders	Chart Back; Doctor's order sheet
2. Is there any part of the medication order you do not understand?	42	3	---		
3. Is the medication to be administered topically ?	4	44	----	Principles of Medication Administration	
4. At the appropriate time proceed to obtain and apply topical medication.	---	---	---	Storage of Topicals	
5. Are medications and supplies being kept in the medication storage area?	6	47	---		
6. Obtain keys, go to medication area and unlock.	---	---	7	Medication Storage	Keys, Medication Storage Facilities
7. Wash hands in adjacent facilities	---	---	8	Medical Asepsis Domain	Handwashing Facilitie

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
8. Obtain topical medication container and verify it with doctor's orders.	----	----	8	Principles of Medication Preparation Methods of Packaging Topicals.	Topical Medication Kardex and Medication Card
9. Is medication in the correct dosage?	10	51	---	Medication Dosages.	
10. Place topical medication or medication tray and secure medication area	---	---	11		Medication Tray
11. Is topical medication a lotion or liniment?	12	54	---	Forms of Topical Medications	
12. Go to area where supplies are stored. Obtain sterile gauze square or cotton balls, a sterile glove and a bag or paper for discarding soiled supplies - place all items on medication tray.	---	---	13	Principles of Topical Application	Gauze squares, cotton balls, sterile glove, disposal bag or paper.
13. Take medication tray with supplies and medication to patient's assigned unit.	---	---	14		Medication Tray or car
14. Is patient in assigned unit?	15	56	---	Patient's Unit	Bed, Side Rail, Chair Overbed Table, Patient
15. Is patient in isolation?	61	16	---	The Isolation Unit	
16. Establish patient's identity (by name band or given method for agency)	---	---	17	Patient Identification Methods	Name Band, Bed Name Plate.
17. Are you able to communicate with patient verbally or non-verbally?	18	63	---		
18. Explain to patient the task you are going to perform	---	----	19	Patient Communications Domain	Note Pad, Pencil
19. Is patient resistive to task?	64	20	---		

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
20. Does patient have any prior needs that should be taken care of before medication is applied?	65	21	----	Patient's Priority of Needs.	
21. Is patients in proper position for application of topical medication?	22	66	---	Positioning Patients	
22. Is patient's bed (or chair) in proper position for you to maintain proper body mechanics while applying medication?	23	67	---	Principles of Body Mechanices	Bed, Chair
23. Make verification of medication, dosage, time, method of administration and area of application	---	---	24	Five Rights of Medication Administration	Medication Card, Kardex
24. Drape patient with area to be medicated exposed (if area is extremely large-expose only small portion at a time)	---	---	25	Draping for Topical Application	Bath blanket
25. Open the container of medication and place cap upside down in tray.	---	---	26	Medical Asepsis	Topical Lotion or Liniment, Medication Tray.
26. Open the sterile gauze or cotton balls, preventing contamination	---	---	27	Handling Sterile Supplies	Sterile Gauze, Cotton Balls.
27. Open sterile glove and place on the hand you will be using to apply topical medication.	---	---	28		Sterile Glove
28. With gloved hand, pick up several gauze squares or cotton balls	---	---	29		
29. With ungloved hand pick up container of lotion or liniment (label up)	---	----	30	Rules for Preparing Topical Medications	
30. Pour enough medication or gauze or cotton balls to cover affected area, or at leaset a portion of it (do not allow medication to drip from gauze or cotton).	---	--	30a		

Apply A M cated Lotion or Liniment For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
30a. Is medication a lotion?	31	67a			
31. Pat medication gently on affected area- Do NOT RUB - (observe the skin for overall appearance while applying medication)	---	---	32		
32. Were there any immediate effects from the medication?	68	33	---	Medication Effects	
33. Continue application untill all of affected area that is exposed has been medicated sufficiently (change gauze squares or cotton balls as needed).	---	---	34		
34. Discard all soiled gauze or cotton into disposal bag or paper as used	---	---	35	Medical Asepsis Domain	Disposal bag or paper
35. Does the drape on the patient need to be repositioned to apply medication to other area?	72	36	---		
36. When finished remove glove- discard with soiled gauze or cotton balls.	--	---	37		
37. Replace lid on medication container	--	---	38		
38. Gather up all items to be taken from patient's unit.	--	---	39		
39. Make patient comfortable and safe	--	--	40.	Patients Comfort & Safety Domain	
40. Take all unnecessary items from patient's room and dispose accordingly.	---	--	41	Disposing of Wastes	
41. Chart application of medication and all observations made before, during and after application of topical medication	---	--	EOT	Charting Medication	Chart Back, Chart Forms.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
42. Check with your superior for clarification	---	---	43	Chain of Command	
43. Are you to proceed with application of topical medications ?	4	EOT	---		
44. Are you qualified to administer the medication as ordered?	45	46	---		
45. Proceed with medication administration according to proper methods required	---	---	EOT	Methods of Administering Medications.	
46. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
47. Are medications and supplies being kept in the patient's room?	48	42	---		
48. Proceed to patient's room and verify that you have the medication and supplies needed for application	---	---	49		
49. Do you have every thing you need for the application?	14	50	---		
50. Procure necessary items for the application	---	---	14	Facility Policies	
51. Inform superior of incorrect medication	---	---	52		
52. Are you to make exchange with pharmacist?	53	EOT	---		
53. Make necessary exchange to obtain correct medication	---	---	10	Medication Responsibilities	
54. Is topical medication an ointment?	55	42	---	Forms of Topical Medication	Ointment
55. Apply ointment according to correct methods	---	---	EOT	Apply a Topical Ointment.	

Apply A Medicated Lotion or Liniment For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
56. Is patient close at hand or able to be taken to own unit?	57	58	---		
57. Return patient to own unit	---	---	16	Transport Patients Domain	
58. Should patient have medication wherever he/she is?	59	60a	---		
59. Are you to go to area or take medication and supplies to area, where patient is and apply medication?	60	EOT	---		
60. Go to area where patient is with necessary medication and supplies	---	---	16		
60a. Return medication to medication area and store or dispose in proper manner	---	---	41		
61. Are you qualified to perform isolation technique ?	62	46	---		
62. Proceed with task employing isolation techniques	---	---	16	Isolation Technique Domain	
63. Employ techniques used for patient with whom you cannot communicate	---	---	19	Patient Communication Domain	
64. Employ techniques for resistive patient	---	---	20	Techniques for Resistive Patients.	
65. Administer necessary care as indicated	---	---	21	Priority of Needs.	
66. Position patient properly to apply medication	---	---	22	Positioning Patient Domain.	
67. Position bed or chair for utilization of proper body mechanics	---	---	23	Body Mechanics	

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
67a. When medication is a liniment. RJB medication in a circular fashion- but not to hard - so that deeper tissues are penetrated	---	---	32		
68. Are effects of a critical nature?	70	69	---	Critical Effects.	
69. Note effects in order to record	---	---	33		
70. Report to superior for instructions immediately	---	---	71		
71. Carry out any task requested that you are capable of doing	---	---	34	Emergency First Aid; Basic Life Support	
72. Re-position drape and continue steps necessary to complete task	---	---	36		

TASK ANALYSIS GUIDE

I. Task Statement: Apply A Topical Ointment For A Patient

II. Task Performance Cues: Physician's Order - Standing Routine or Stat Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
1.	Check the patient's chart for doctor's order; medication, dosage, mode ofadministration and time of administration	---	---	2	Principles of Doctor's Orders	Chart Back Doctor's Order Sheet
2.	Is there any part of the medication order you do not understand?	38	3	---		
3.	Is the medication to be administered topically?	4	40	---	Principles of Medication Administration	
4.	At the appropriate time proceed to obtain and apply topical medication.	---	---	5	Storage of Topicals	
5.	Are medications and supplies being kept in the medication storage area?	6	43	---		
6.	Obtain keys, go to medication area and unlock.	---	---	7	Medication Storage	Keys, Medication Storage Facilities
7.	Wash hands in adjacent facilities	---	---	8	Medical Asepsis Domain	Handwashing Facilitie
8.	Obtain topical medication container and verify it with doctor's orders.	---	---	9	Principles of Medication Preparation Methods of Packaging Topicals.	Topical Medication Kardex and Medication Card.

Apply A Topical Ointment For A Patient

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
9.	Is medication in the correct dosage?	10	47	---	Medication Dosages.	
10.	Place topical medication on medication tray and secure medication area	---	--	11		Medication Tray
11.	Is topical medication an ointment?	12	50	---	Principles of Topical Application.	
12.	Go to area where supplies are stored and obtain sterile tongue blade(s) and any supplies necessary for a dressing (if needed) and place in medication tray with disposal bag or paper	---	---	13		Tongue Blade Sterile 4 x 4's Tape: Stretch Roller Gauze
13.	Take medication tray with supplies and medication to patient's assigned unit.	---	---	14		Medication Tray or Cai
14.	Is patient in assigned unit?	15	52	---	Patient's Unit	Bed, Side Rail, Chair Overbed Table, Patient
15.	Is patient in isolation?	57	16	---	The Isolation Unit	
16.	Establish patient's identity (by name band or given method for agency)	---	---	17	Patient Identification Methods	Name Band, Bed Name Plate.
17.	Are you able to communicate with patient verbally or non-verbally?	18	59	---		
18.	Explain to patient the task you are going to perform	---	---	19	Patient Communications Domain	Note Pad, Pencil
19.	Is patient resistive to task?	60	20	---		
20.	Does patient have any prior needs that should be taken care of before medication is applied?	61	21	---	Patient's Priority of Needs.	

Apply A Topical Ointment For A Patient

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
21. Is patients in proper position for application of topical medication?	22	62	---	Positioning Patients	
22. Is patient's bed (or chair) in proper position for you to maintain proper body mechanics while applying medication?	23	63	---	Principles of Body Mechanices	Bed, Chair
23. Make verification of medication, dosage, time, method of administration and area of application	---	---	24	Five Rights of Medication Administration	Medication Card, Kardex
24. Drape patient with area to be medicated expose (if area is extremely large-expose only small portion at a time)	---	---	25	Draping for Topical Application	Bath Blanket
25. Open the container of medication and place cap upside down on tray	---	---	26	Medical Asepsis	Topical Ointment Medication Tray
26. Open a sterile tongue blade correctly - making certain not to touch one end	---	---	27	Handling Sterile Supplies	Sterile Tongue Blade
27. Squeeze or scoop ointment onto the sterile end of the tongue blade - using amount needed.	---	---	28	Rules for applying Topical Medication	
28. Apply the ointment to the designated area with gentle, firm strokes (work in a pattern- circular horizontal or vertical) forming a thin layer over affected area	---	---	29		
29. Continue to apply ointment until entire area is covered if more ointment is needed- squeeze from tube onto blade without touching- if jar - obtain new blade for each quantity of ointment.	---	---	30	Surgical Asepsis	

Apply A Topical Ointment For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
30. When finished with tongue blade-break and discard in disposal bag or paper	---	---	31		Disposal Bag or Paper
31. Apply sterile dressing as indicated and secure with appropriate tape	---	---	31a	Dressing Change	4 x 4 Gauze Squares, tape
31a. Were there any immediate effects from the medication?	64	32	---	Medication Effects.	
32. Does the drape on the patient need to be repositined to apply medication to other area?	68	33	---		
33. Replace lid on container of medication	---	---	34		
34. Gather up all items to be taken from patient's unit	---	---	35		
35. Make patient comfortable and safe	___	---	36	Patient Comfort & Safety Domain.	
36. Take all unnecessary items from patient's room and dispose accordingly	---	---	37	Disposing of Wastes	
37. Chart application of medication and all observations made before, during and after application of topical medication	---	---	EOT	Charting Medications	Chart Back, Chart Form
38. Check with your superior for clarification	---	----	39	Chain of Command	
39. Are you to proceed with application of topical medication?	4	EOT	---		
40. Are you qualified to administer the medication as ordered?	41	42	---		

Apply A Topical Ointment For A Patient

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
41.	Proceed with medication administration according to proper methods required	---	---	EOT	Method of Administering Medications	
42.	Inform superior of inability to perform task	---	---	EOT	Chain of Command	
43.	Are medications and supplies being kept in the patient's room?	44	38	---		
44.	Proceed to patient's room and verify that you have the medication and supplies needed for the application	---	---	45		
45.	Do you have every thing you need for the application?	14	46	---		
46.	Procure the necessary items for the application	---	---	14	Facility Policies	
47.	Inform superior of incorrect medication	---	---	48		
48.	Are you to make exchange with Pharmacist?	49	EOT	___		
49.	Make necessary exchange to obtain correct medication.	---	---	10	Medication Responsibilities	
50.	Is topical medication a lotion or liniment?	51	38	---	Forms of Topical Medication	Lotion: Liniment
51.	Apply lotion or liniment according to correct methods	---	---	EOT	Apply A Medicated Lotion or Liniment	
52.	Is patient close at hand or able to be taken to own unit?	53	54	---		
53.	Return patient to own unit	---	---	16	Transport Patient Domain	
54.	Should patient have medication wherever he/she is?	55	54a	---		
54a.	Return medication to medication area and store or dispose of in proper manner	---	---	37		

Apply A Topical Ointment For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
55. Are you to go to area or take medication and supplies to area where patient is and apply medication?	56	54a	---		
56. Go to area where patient is with necessary medication and supplies	---	---	16		
57. Are you qualified to perform isolation technique?	58	42	---		
58. Proceed with task employing isolation technique	---	---	16	Isolation Technique Domain	
59. Employ techniques used for patient with whom you cannot communicate.	---	---	19	Patient Communication Domain	
60. Employ techniques for resistive patients	---	---	20	Techniques for Resistive Patients.	
61. Administer necessary care or indicated.	---	---	21	Priority of Needs	
62. Position patient properly to apply medication	---	---	22	Positioning Patients Domain	
63. Position bed or chair for utilization of proper body mechanics	---	---	23	Body Mechanics	
64. Are effects of a critical nature?	66	65	---	Critical Effects	
65. Note effects in order to record	---	---	32		
66. Report to superior for instructions immediately	---	---	67		
67. Carry out any task requested that you are capable of doing	---	---	32	Emergency First Aid Basic Life Support	
68. Re-position drape and continue steps necessary to complete task	---	---	33		

TASK ANALYSIS GUIDE

I. Task Statement: Insert A Vaginal Suppository For A Patient

II. Task Performance Cues: Physician's Order - Standing Routine or Stat Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for Doctor's order; medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor's Order	Chart Back Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	51	3	---		
3. Is the medication to be inserted vaginally?	4	53	---	Principles of Medication Administration	
4. At the appropriate time proceed to obtain and insert medication	---	---	5	Storage of Vaginal Medication	
5. Are medications and supplies being kept in the medication storage area?	6	56	---	Medication Storage	
6. Obtain keys, go to medication area and unlock	---	---	7	Medical Asepsis	Keys, Medication Storage Facilities Handwashing Facilitie
7. Wash Hands in adjacent facilities	---	---	8		
8. Is vaginal medication under refregiration?	58	9	---		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
9. Is vaginal medication in unit - dose?	10	59	---	Medication Packaging & Form	
10. Select correct medication and verify it was doctor's orders	---	---	11	Principles of Medication Preparation	Vaginal Suppositories Kardex and Medication Cards.
11. Is medication the correct dosage?	12	66		Medication Dosage	
12. Place vaginal medication on medication tray and secure medication area.	---	---	13		Medication Tray
13. Go to the area where supplies are stored. Obtain an examination glove, appropriate lubricant, a chux or bed protector and proper towel. Place all items on medication tray.	---	---	14	Principles of Vaginal Insertion	Examination Glove.
14. Take medication tray with supplies and medication to patient's assigned unit.	---	---	15		Medication Tray or Cart.
15. Is Patient in assigned unit?	16	69	---	Patient's Unit	Bed, Side Rail, chair, overbed table manner given
16. Is patient in isolation?	75	17	---	The Isolation Unit.	
17. Establish patient's identity (by name band or given method for agency)	---	---	18	Patient Identification Methods	Name and, Bed Name Plate
18. Are you able to communicate with patient verbally or non-verbally?	19	77	---		
19. Explain to patient the task you are going to perform	---	---	20	Patient Communication Domain	Note Pad, Pencil

Insert A Vaginal Suppository For A Patient

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
20.	Is patient resistive to task?	78	21	---		
21.	Does patient have any prior needs that should be taken care of before medication is inserted?	79	22	---	Priority of Needs	
22.	Obtain bath blanket for drape and toilet tissue, screen patient and adjust bed for your height	---	---	23	Draping Patients	Toilet Tissue, Bath Blanket & Screen
23.	Make verification of medication, dosage, time method of administration and area of insertion	---	---	24	Five Rights of Medication Administration	Medication Card Kardex
24.	Raise bed, lower bed rail and place patient in lithotomy or knee-chest position	---	---	25	Positioning Patients	Bed Rail Gated Brame Bed
25.	Drape patient as for vaginal examination (diamond pattern) and fan fold top cover	---	---	26	Draping Patients	Bath Blanket Mannequin
26.	Place chux or bed protector under patients buttocks	---	---	27		Chux, Bed Protector
27.	Is vaginal medication a suppository?	28	80	---	Forms of Medications	
28.	Is suppository individually wrapped?	29	61	---	Medication Packaging	
29.	Tear off perforated end of wrapper and return suppository to medication tray	---	---	30	Method of Preparing Vaginal Medications	Vaginal Suppository
30.	Remove cap from libricant, invert cap and place upside down on medication tray	---	---	31	Medical Asepsis	
31.	Place lubricant container on medication tray	---	---	32		Lubricant

Insert A Vaginal Suppository For A Patient

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
32. Take examination glove from wrapper and put on hand used to insert the suppository	---	---	33		Examination Glove
33. Pick up wrapped suppository with ungloved hand	---	---	34		
34. Squeeze closed end of wrapper forcing suppository into gloved hand	---	---	35		
35. Hold base of suppository with gloved hand between tnumb, index and middle fingers with tip exposed approximately one-half inch	---	---	36		
36. Is suppository large enough to hold onto without difficulty?	37	82	---		
37. Take lubricant container in ungloved hand and gently squeeze base lubricating exposed tip of suppository (continue to hold suppository by base with gloved hand) return lubricant container to medication tray	---	---	38		
38. With ungloved hand lift point of drape between legs, exposing only enough of the patient to visualize the vaginal area	---	---	39	Structure of the Female Reproductive	
39. Holding the suppository between the thumb, index and middle fingers, gently insert it into the vaginal opening	---	---	40	Methods of Inverting Vaginal Medication	
40. Using index finger, gently push the suppository upward into the vagina so that the entera suppository is past the vaginal opening (approx. 1-½" - 2") (Use extreme caution for a very small person or person who has vaginal swelling)	---	---	41	Cautions for Inserting Vaginal Medication	

Ins A Vaginal Suppository For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
41. When certain the suppository is in place, gently withdraw the insertion finger	---	---	42		
42. Pull down bath blanket to cover and warm patient with ungloved hand	---	---	43		
43. Hold, or ask patient to hold legs together for a few minutes to keep suppository from slipping out and untill urge to expel suppository is gone	---	---	44		
44. Remove examination glove by holding cuff and turning inside out - wrap in paper towel	---	---	45		Paper Towel
45. Remove chux or bed protector, (clean area if necessary) and return patient to desired or required position	---	---	46	Patient, Comfort for Vaginal Medications	
46. Replace top covers and remove drape	---	---	47		
47. Make patient comfortable and safe	---	---	48	Comfort & Safety Domain	
48. Clean up patient's unit, dispose of waste materials in proper place; replace caps on medication and lubricant.	---	---	49	Disposing of Waste	
49. Return medication, lubricant and medication tray to proper place, clean and store	---	---	50	Cleaning Domain	
50. Record and/or report insertion of vaginal medication, time and any pertinent observations made before, during or after insertion	---	---	EOT	Charting Medication	Chart Back, Chart Form
51. Check with your superior for clarification	---	---	52	Chain of Command.	

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
52. Are you to proceed with insertion of vaginal medication?	4	EOT	---		
53. Are you qualified to administer the medication as ordered?	54	55	---		
54. Proceed with medication administration according to proper methods required	---	---	EOT	Methods of Administering Medications.	
55. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
56. Are medications and supplies in an accessable place?	57	55	---		
57. Obtain medication and supplies and verify	---	---	11		
58. Go to refrigerator area and obtain medication (do not have medication unrefrigerated for very long)	---	---	9	Medication Storage	Refrigerate
59. Verify the vaginal medication container with the Doctor's orders	---	---	60	Medication Packaging	
60. Is it the correct medication?	61	55	---		
61. Open container in which medication is stored and shake suppository into lid.	---	---	62	Prepare Medication Domain	
62. Place suppository in souffle cup or on paper towel without touching it.	---	---	63		
63. Verify the label on the container	---	---	64		
64. Secure the lid on the medication container and verify label third time	---	---	65		

Insert Vaginal Suppository For A Patient

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
65. Return medication container to storage area	---	---	12		
66. Inform superior of incorrect dosage	---	---	67	Chain of Command	
67. Are you to make exchange with the pharmacist?	68	EOT	---	Medication Responsibilities	
68. Make necessary exchanges to obtain correct medication	---	---	12		
69. Is patient close at hand or able to be taken to assigned unit?	70	71	---		
70. Return patient to assigned unit	---	---	18	Transport Patients Domain	
71. Should patient have medication where he/she is at present?	72	74	---		
72. Are you to go to area or take medication to area where patient is and insert medication?	73	EOT	---		
73. Go to area where patient is and insert medication	---	---	18	Facility Area	
74. Return medication to storage area and store or dispose in proper manner	---	---	EOT	Storage & Disposal	
75. Are you qualified to preform isolation technique?	76	55	---		
76 Proceed with task employing proper isolation technique	---	---	17	Isolation Technique Domain	
77. Employ techniques used for patient with whom you cannot communicate	---	---	20	Patient Communication Domain	
78. Employ techniques for resistive patient	---	---	21	Techniques for Resistive Patient	

Insert A Vaginal Suppository For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
79. Administer necessary care as indicated	---	---	22	Priority of Needed	
80. Is vaginal medication a cream?	81	51	---		
81. Insert medication according to proper method with applicator	---	---	45	Insert Vaginal Cream	
82. If suppository in small place lubricant on paper towel and draw suppository across lubricant	---	---	38		

TASK ANALYS GUIDE

I. Task Statement: Insert A Vaginal Cream For A Patient

II. Task Performance Cues: Physician's Order - Standing Routine or Stat Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's Chart for Doctor's Order; medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor's Orders	Chart Back, Doctor's Order sheet
2. Is there any part of the medication order you do not understand?	51	3	---		
3. Is the medication to be administered topically?	4	53	---	Principles of Medication Administration	
4. At the appropriate time proceed to obtain and apply topical medication.	---	---	5	Storage of Topicals	
5. Are medications and supplies being kept in the medication storage area?	6	56	---		
6. Obtain keys, go to medication area and unlock	---	---	7	Medication Storage	Keys, Medication Storage Facilities
7. Wash hands in adjacent facilities	---	---	8	Medical Asepsis Domain	Handwashing Facilitie
8. Obtain topical medication container and verify it with Doctor's Orders.	58	9	---	Principles of Medication Preparation Methods of packaging Topicals.	Topical Medication Kardex and Medication Card.

Insert A Vaginal Cream For A Patient

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
9.	Is vaginal medication in a squeeze tube container?	10	51	---		Squeeze Tube Container
10.	Place topical medication or medication tray and secure medication area	---	---	11		Medication Tray
11.	Is topical medication a lotion or liniment?	12	59	---	Forms of Topical Medications	
12.	Go to area where supplies are stored. Obtain sterile gauze square or cotton balls, a sterile glove and a bag or paper for discarding soiled supplies - place all items on medication tray.	---	---	13	Principles of Topical Application	Gauze squares, cotton balls, sterile glove disposal bag or paper.
13.	Take medication tray with supplies and medication to patient's assigned unit.	---	---	14		Medication Tray or Ca
14.	Is patient in assigned unit?	---	---	15	Patient's Unit	Bed, Side Rail, Chair Overbed Table, Patien
15.	is patient in isolation:	16	62	---	The Isolation Unit	
16.	Establish patient's identiy (by name band or given method for agency)	68	17	---	Patient Identification Methods	Name Band, Bed Name Plate.
17.	Are you able to communicate with patient verbally or non-verbally?	---	---	18		
18.	Explain to patient the task you are goint to perform	9	70	---	Patient Communications Domain	Note Pad, Pencil
19.	Is patient resistive to task?	---	---	20		
20.	Does patient have any prior needs that should be taken care of before medication is applied?	71	21	---	Patient's Priority of Needs.	
21.	Is patient in proper position for application of topical medication?	72	22	---	Positioning Patients	

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
22.	Is patien't bed (or chair) in proper position for you to maintain proper body mechanics while applying medication?	---	---	23	Principles of Body Mechanices	Bed, Chair
23.	Make verification of medication, dosage, time method and administration and area of application	---	---	24	Five Rights of Medication Administration	Medication Card, Kardex
24.	Drape patient with area to be medicated exposed (if area is extremely large-expose only small portion at a time)	---	---	25	Draping for Topical Application	Bath Blanket
25.	Open the container of medication and place cap upside down in tray.	---	---	26	Medical Asepsis	Topical Lotion or Liniment, Medication Tray
26.	Open the sterile gauze or cotton balls, preventing contamination	---	---	27	Handling Sterile Supplies	Sterile Gauze, Cotton Balls
27 .	Is vaginal medication a suppository?	73	28	---		
28.	Is vaginal medication a cream?	29	51	---	Forms of Vaginal Medication	
29.	Remove cap from lubricant, invert cap and place upside down on medication tray	---	---	30	Medical Asepsis	Lubricant
30.	Place lubricant container on medication tray	---	---	31		Medication Tray
31.	Take examination glove from wrapper and put on hand that will be used to part,labia	---	---	32	Structure of the Female Reproduction	Examination Glove
32.	Remove cap from container of vaginal cream and lay upside down on medication tray	---	---	33		Vaginal Cream
33.	With gloved hand remove applicator from container box	---	---	34	Methods of Preparing Vaginal Medication	Cream Applicator

Insert A Vaginal Cream For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
34. Attach applicator to tube of vaginal cream	---	---	35		
35. Squeeze tube of vaginal cream from bottom until applicator contains prescribed amount of cream	---	---	36		
36. Remove applicator from vaginal cream container and place container on medication tray	---	---	37		
37. Take lubricant container in ungloved hand and gently squeeze box - lubricate tip of applicator	---	---	38		
38. Return lubricant container to medication tray	---	---	38a		
38a. With hand not holding applicator, lift point of drape between legs exposing only enough of patient to visualize the vaginal area	---	---	39		
39. With your gloved hand gently spread the patient's labia while you gently insert the tip of the applicator 1½ - 2" into the vaginal canal with the other hand	--	---	40	Structres of Female Reproduction, Methods of Inserting aginal edication	
40. Gently push the plunger of the applicator, with the hand holding it, untill all the prescribed amount of cream has been inserted (use extreme caution for a very small person or a person who has vaginal swelling)	---	---	41	Cautions for Inserting Vaginal Medication	
41. When certain all cream has been inserted, gently withdraw the applicator and release the sideways spread of the labia	---	---	42		
42. Pull down bath blanket to cover and warm patient with ungloved hand.	---	---	43		

Insert A aginal Cream For A Patient

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
43. Hold or ask patient to hold legs together for a few minutes to keep cream from coming out and until urge to expel cream is gone.	---	---	43a		
43a. If applicator is to be reused with gloved hand separate for cleaning and lay on paper towel	___	---	44		
44. Proceed to patient's room and verify that you have the medication and supplies needed for the application	---	---	45		Paper Towel
45. Remove chux or bed protector, (clean area if necessary and return patient to desired or required position	---	---	46	Patient, Comfort for Vaginal Medication	
46. Replace top covers and remove drape	---	---	47		
47. Make patient comfortable and safe	---	---	48	Comfort & Safety Domain	
48. Clean up patient's unit, dispose of waste materials in proper place; replace caps on medication and lubricant.	---	---	49	Disposing of Waste	
49. Return medication, lubricant and medication tray to proper place, clean and store	---	---	50a	Cleaning Domain	
50. Record and/or report insertion of vaginal medication, time and any pertinent observations made before, during or after insertion	---	---	EOT	Charting Medication	Chart Back, Chart Form
51. Check with your superior for clarification	---	---	52	Chain of Command	
51a. If applicator to be reused, clean and return to medication container	---	---	51		
52. Are you to proceed with insertion of vaginal medication?	4	EOT	---		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
53. Are you qualified to administer the medication as ordered?	54	55	---		
54. Proceed with medication administration according to proper methods required	---	---	EOT	Methods of Administering Medications.	
55. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
56. Are medications and supplies in accessable place?	57	55	---		
57. Obtain medication and supplies and verify	---	---	11		
58. Go to refrigerator area and obtain medication (do not have medication unrefrigerated for very long)	---	---	9	Medication Storage	Refrigerate
59. Inform superior of incorrect dosage	---	---	60	Chain of Command	
60. Are you to make exchange with the pharmacist?	61	EOT	---	Medication Responsibilities	
61. Make necessary exchange to obtain correct medication	---	---	12		
62. Is patient close at hand or able to be taken to assigned unit?	63	64	---		
63. Return patient to assigned unit	---	---	18	Transport Patients Domain	
64. Should patient have medication where he/she is at present?	65	67	---		
65. Are you to go to area or take medication to where patient is and insert medication?	66	EOT	---		
66. Go to area where patient is and insert medication	---	---	18	Facility Area	

Insert A[illegible]ginal Cream For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
67. Return medication to storage area and store or dispose in proper manner	---	---	EOT	Storage & Disposal	
68. Are you qualified to perform isolation technique?	69	55	---		
69. Proceed with task employing proper isolation techniques	---	---	17	Isolation Techniques Domain	
70. Employ techniques used for patient with whom you cannot communicate	---	---	20	Patient Communication Domain	
71. Employ techniques for resistive patient	---	---	21	Techniques for Resistive Patient	
72. Administer necessary care as indicated	---	---	22		
73. Is vaginal medication a suppository?	74	51	---		
74. Insert suppository according to proper method	---	---	45	Insert Vaginal Suppository	

TASK ANALYSIS GUIDE

I. Task Statement: Insert A Rectal Suppository For a Patient

II. Task Performance Cues: Physician's Order - Standing Routine or Stat Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for Doctor's Order; medication, dosage, mode of administration and time of administration	---	----	2	Principles of Doctor's Order	Chart Back, Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	52	3	---		
3. Is the medication to be inserted rectally?	4	54	---	Principles of Medication Administration	
4. At the appropriate time proceed to obtain and insert medication	----	---	5	Storage of Rectal Medication	
5. Are medications and supplies being kept in the medication storage area?	6	57	---	Medication Storage	
6. Obtain keys, go to medication area and unlock	---	---	7	Medical Asepsis	Keys, Medication Storage Facilities
7. Wash hands in adjacent facilities	---	----	8		Handwashing Facilities
8. Is rectal medication under refregiration?	59	9	---		
9. Is rectal medication in Unit - dose?	10	60	---	Medication Packaging	

Insert A Rectal Suppository For A Patient

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
10. Select correct medication and verify it was Doctor's Orders	---	---	11	Principles of Medication Preparation	Rectal Suppository Kardex & Medication Card
11. Is medication the correct dosage?	12	67	---	Medication Dosage	
12. Place rectal medication on medication tray and secure medication area	---	---	13		Medication Tray
13. Go to the area where supplies are stored, obtain an examination glove, appropriate lubricant, a chux or bed protector and proper towel. Place all items on medication tray.	---	---	14	Principles of Rectal Insertion	Examination Glove
14. Take medication tray with supplies and medication to patient's assigned unit.	---	---	15		Medication Tray or car
15. Is patient in assigned unit?	16	70	---	Patient's Unit	Bed, Side Rails, chair, overbed table manner given
16. Is patient in isolation?	76	17	---	The Isolation Unit	
17. Establish patient's identify (by name band or given method for agency)	---	---	18	Patient Identification Methods	Name Band, Bed Name Plate
18. Are you able to communicate with patient verbally or non-verbally?	19	78	---		
19. Explain to patient the task you are going to perform	---	---	20	Patient Communication Domain	Note Pad, Pencil
20. Is patient resistive to task?	79	21	---		

Insert A Rectal Suppository For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
21. Does patient have any prior needs that should be taken care of before medication is inserted?	80	22	---		
22. Obtain bath blanket for drape and toilet tissue screen patient and adjust bed for your height	---	---	23	Draping Patients	Toilet Tissue, Bath Blanket & Screen
23. Make verification of medication, dosage, time method of administration and area of insertion	---	---	24	Five Rights of Medication Administration	Medication Card Kardex
24. Raise bed, lower bed rail and place patient in Sim's position	---	---	25	Positioning Patients	Bed rail Gated frame bed
25. Drape patient or for rectal examination (blanket loose over hip area) and fan fold top Covers	---	---	26	Draping Patients	Bath Blanket Mannequin
26. Place chux or bed protector under patients buttocks	---	--	27		Chux, Bed Protector
27. In rectal medication a suppository?	28	81	---	Forms of Medications	
28. Is suppository individually wrapped?	29	62	---	Medication Packaging	
29. Tear off perforated end of wrapper and return suppository to medication tray	---	---	30	Methods of Preparing Rectal Medication	Rectal Suppository
30. Remove cap from libricant, invert cap and place upside down on medication tray	---	---	31	Medical Asepsis	
31. Place lubricant container on medication tray	---	---	32		Lubricant
32. Take examination glove from wrapper and put on hand used to insert the suppository	---	---	33		Examination glove

Insert A Rectal Suppository For A Patient

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
33. Pick up wrapped suppository with ungloved hand	---	---	34		
34. Squeeze closed end of wrapper forcing suppository into gloved hand	---	---	35		
35. Hold base of suppository with gloved hand tween thumb, index and middle fingers with tip exposed approximately one-half inch	---	---	36		
36. Is suppository large enough to hold on to without difficulty?	37	83	---		
37. Take lubricant container in ungloved hand gently squeeze base lubricating exposed tip of suppository (continue to hold suppository by base with gloved hand) return lubricant container to medication tray	---	---	38		
38. With ungloved hand lift drape over buttocks exposing only enough of the patient to visualize the anal regain	---	---	39	Structure of the Gastroinlestinal Tract	
39. With ungloved hand raise upper buttack upward and toward the head and hold it there	---	---	40	Methods of Inserting Rectal Medication	
40. Holding the suppository between thumb, index and middle fingers, carefully insert it into the anal sphincter (ask patient to take deep breath as you insert suppository)	---	---	41	Structure of Gastrointestinal System.	
41. Using index finger, gently push the suppository upward so that it passes beyond the Anal sphincter into the rectum the length of the index finger (2½" - 3")(For a very small person or patient having rectal problems use little finger)	---	---	42	Cautions for Inserting Rectal Medications.	

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
42. When certain the suppository is in place, gently withdraw the insertion finger	---	---	42a		
42a. Pull down bath blanket to warm patient	---	---	43		
43. Hold or ask patient to hold legs together for a few minutes to keep suppository from slipping out and until urge to expel suppository is gone	---	---	44		
44. Remove examination glove by holding cuff and turning inside out - wrap in a second paper towel	---	---	45		Paper Towel
45. Was suppository that was inserted given for elimination of the lower colon?	84	46	---	Effects of Rectal Suppositories	
46. Remove Chux or bed protector - clean area if necessary, and return patient to desired or required position	---	---	47	Patient Comfort for Rectal medication	
47. Replace top covers and remove drape	---	---	48		
48. Make patient comfortable and safe	---	---	49	Comfort & Safety Domain	
49. Clean up patient's unit, dispose of waste materials in proper place; replace caps on medication and lubricant	---	---	50	Disposing of Wastes	
50. Return medication, lubricant and medication tray to proper place, clean and store	---	---	---	Cleaning Domain	
51. Record and/or report insertion of rectal medication time and any pertinent observations made before, during or after insertion	---	---	EOT	Charting Medication	Chart back, Chart Forms
52. Check with your superior for clarification	---	---	53	Chain of Command	

Insert A Rectal Suppository For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
53. Are you to proceed with insertion of rectal medication?	4	EOT	---		
54. Are you qualified to administer the medication as ordered?	55	56	---		
55. Proceed with medication administration according to proper methods required	---	---	EOT	Methods of Administrating Medications	
56. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
57. Are medications and supplies in an accessible place?	58	56	---		
58. Obtain medication and supplies and verify	---	---	11		
59. Go to refrigeration area and obtain medication (do not have medication unrefrigerated for very long)	---	---	9	Medication Storage	Refrigerator
60. Verify the rectal medication container with the Doctor's Orders	---	---	61	Medication Packaging	
61. Is it the correct medication?	62	56	---		
62. Open container in which medication is stored and shake suppository into lid	---	---	63	Prepare Medication Domain	
63. Place suppository in souffle cup or on paper towel without touching it	---	---	64		
64. Verify the label on the container	---	---	65		
65. Secure the lid on the medication container and verify label third time	---	---	66		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
66. Return medication container to storage area	---	---	12		
67. Inform superior of incorrect dosage	---	---	68	Chain of Command	
68. Are you to make exchange with the pharmacist?	69	EOT	---	Medication Responsibilities	
69. Make necessary exchange to obtain correct medication	---	---	12		
70. Is patient close at hand or able to be taken to assigned unit?	71	72	---		
71. Return patient to assigned unit	---	---	18	Transport Domain	
72. Should patient have medication where he/she is at present?	73	75	---		
73. Are you to go to area or take medication to area where patient is and insert medication?	74	EOT	---		
74. Go to area where patient is and insert medication	---	---	18	Facility Area	
75. Return medication to storage area and store or dispose in proper manner	---	---	EOT	Storage & Disposal	
76. Are you qualified to perform isolation technique?	77	56	---		
77. Proceed with task employing proper isolation technique	---	---	27	Isolation Technique Domain	
78. Employ techniques used for patient with whom you cannot communicate	---	---	20	Patient Communication Domain	

Insert A Rectal Suppository For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
79. Employ techniques for resistive patients	---	---	21	Techniques for Resistive Patient	
80. Administer necessary care as indicated	---	---	22	Priority of Needs.	
81. Is rectal medication a cream?	82	52	---		
82. Insert medication according to proper method with applicator	---	---	43	Insert Rectal Cream	
83. If suppository is small, place lubricant on paper towel and draw suppository across lubricant	---	---	38		
84. Is nature of suppository very rapid?	85	91	---	Action of Rectal Suppositories	
85. Get out bedpan and position patient on it or assist to bathroom according to orders and/or abilities	---	---	86	Bowel Elimination Domain	
86. Instruct patient to try and withhold bowel movement for at least 10 minutes	---	---	87		
87. Give patient privacy, but stay close at hand	---	---	88		
88. When patient finished with elimination assist with cleaning as needed	---	---	89	Bathing A Patient Domain	
89. Make note of amount and characteristics of bowel movement to be charted later	---	---	90		
90. Empty bedpan	---	---	46		
91. Assist patient with elimination facilities when needed	---	---	87		

TASK ANALYSIS GUIDE

I. Task Statement: Insert Rectal Cream For a Patient

II. Task Performance Cues: Physician's Order - Standing Routine or Stat Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patients chart for Doctor's Order: medication, dosage, mode of administration and time of administration	---	---	2	Principles of Doctor's Order	Chart Back, Doctor's order sheet
2. Is there any part of the medication order you do not understand?	55	3	---		
3. Is the medication to be inserted rectally?	4	54	---	Principles of Medication Administration	
4. At the appropriate time proceed to obtain and insert medication	---	---	5	Storage of Rectal Medication	
5. Are medications and supplies being kept in the medication storage area?	6	60	---	Medication Storage	
6. Obtain keys, go to medication area and unlock	---	---	7	Medical Asepsis	Keys, Medication Storage Facilities
7. Wash hands in adjacent facilities	---	---	8		Handwashing Facilities
8. Is rectal medication under refregiration?	62	9	---		

Insert tal Cream For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
9. Is rectal medication in a squeeze tube container?	10	56	---	Medication Packaging	Squeeze Tube Container
10. Select correct medication and verify it was Doctor's Orders	---	---	11	Principles of Medication Preparation	Rectal Creme; Kardex & Medication Card
11. Is medication the correct dosage?	12	63	---	Medication Dosage	
12. Place rectal medication on medication tray and secure medication area	---	---	13		Medication Tray
13. Go to the area where supplies are stored, obtain an examination glove, appropriate lubricant, a chux or bed protector and paper towel. Place all items on medication tray	---	---	14	Principles of Rectal Insertion	Examination Glove
14. Take medication tray with supplies and medication to patient's assigned unit	---	---	15		Medication Tray or Cart
15. Is patient in assigned unit?	16	66	---	Patient's Unit	Bed, Side Rail, Chair Overbed Table Manner Given
16. Is patient in isolation?	72	17	---	The Isolation Unit	
17. Establish patient's identify (by name band or given method for agency)	---	---	18	Patient Identification Methods	Name Band, Bed Name Plate
18. Are you able to communicate with patient verbally or non-verbally?	19	74	---		
19. Explain to patient the task you are going to perform	---	---	20		
20. Is patient resistive to task?	75	21	---		

	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
21.	Does patient have any prior needs that should be taken care of before medication is inserted?	76	22	---		
22.	Obtain bath blanket for drape and toilet tissue screen patient and adjust bed for your height	---	---	23	Draping Patients	Toilet Tissue, Bath Blanket & Screen
23.	Make verification of medication, dosage, time method of administration and area of insertion	---	---	24	Five Rights of Medication Administration	Medication Card, Kardex
24.	Raise bed, lower bed rail and place patient in Sim's position	---	---	25	Positioning Patients	Bed Rail, Gatch, Frame Bed
25.	Drape patient as for rectal examination (blanket loose over hip area) and fan fold top covers	---	---	26	Draping Patients	Bath Blanket, Mannequin
26.	Place chux or bed protector under patients buttocks	---	---	27		Chux, Bed Protector
27.	Is rectal medication a cream?	28	77	---	Forms of Medications	
28.	Remove cap from lubricant, invert cap and place upside down on medication tray	---	---	29	Medical Asepsis	Lubricant
29.	Place lubricant container on medication tray	---	---	30		Medication Tray
30.	Take examination glove from wrapper and put on hand that will be used to part buttocks	---	---	31	Structure of Gastrointestinal Tract	Examination Glove
31.	Remove cap from container of rectal cream and lay upside down on medication tray	---	---	32		Rectal Cream
32.	With gloved hand remove applicator from container box	---	---	33	Methods of Preparing Rectal Medications	

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
33. Attach applicator to tube of rectal cream	---	---	34		Applicator
34. Is applicator a plunger type?	80	35	---	Methods of Administering Rectal Medications	
35. Squeeze tube of rectal cream from bottom until applicator is just filled with medication (do not over fill)	---	---	36		
36. Take lubricant container in ungloved hand and gently squeeze base- lubricate tip of applicator	---	---	37		Lubricant
37. Return lubricant container to medication tray	---	---	38		
38. With your hand not holding the tube with attached applicator, lift drape over buttocks exposing only enough of the patient to visualize the anal region	---	---	39		
39. With your gloved hand raise upper buttock upward and toward the head and hold it there	---	---	40	Methods of Inserting Rectal Medication	
40. Carefully insert the tip of the applicator through the anal sphincter (ask patient to take deep breath as you insert the applicator)	---	---	41	Structure of Gastrointestinal System	
41. Gently push the applicator upward so that it passes beyond the anal sphincter into the rectum the length of the applicator tip	---	---	42		
42. Release your hold on the patient's buttock and grasp the medication tube and hold it in place	----	---	43		
43. With your other hand squeeze the base of the medication tube until 1/2" - 1 " of the medication has been inserted into the rectum	---	---	44		

Insert Rectal Cream For A Patient

A	TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
		Yes	No			
44.	When certain enough medication has been inserted, gently withdraw the applicator	---	---	45		
45.	Pull down bath blanket to cover and warm patient	---	---	46		
46.	Hold or ask patient to hold legs together for a few minutes to keep cream from coming out and until urge to expel cream is gone	---	---	47		
47.	If applicator is to be reused remove with gloved hand andon paper towel for later cleaning	---	---	48		
48.	Remove examination glove by holding cuff and turning inside out- wrap in a second paper towel	---	---	49		
49.	Remove Chux or bed protector, clean area if necessary and return patient to desired or required position	---	---	50	Patient Comfort for Rectal medication	
50.	Replace top cover & remove drape	---	---	51		
51.	Make patient comfortable and safe	---	---	52	Comfort & Safety Domain	
52.	Clean up patient's unit dispose of waste materials in proper place; replace caps on medication and lubricant	---	---	53	Disposing of Waste's	
53.	Return medication, lubricant and medication tray to proper place, clean and store	---	---	54	Cleaning Domain	
54.	Record and/ or report inserting of rectal medication, time and any pertinent observation made before, during or after insertion	---	---	EOT	Charting Medication	Chart Back, Chart Form

Insert [illegible]ctal Cream For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
55. Check with your superior for clarification	---	---	56	Chain of Command	
56. Are you to proceed with insertion of rectal medication?	4	EOT	---		
57. Are you qualified to administer the medication as ordered?	58	59	---		
58. Proceed with medication administration according to proper methods required	---	---	EOT	Methods of Administering Medications	
59. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
60. Are medications and supplies in an accessable place?	61	59	---		
61. Obtain medications and supplies and verify	---	---	11		
62. Go to refrigerator area and obtain medication (do not have medication unrefrigerated for very long)	---	---	9		
63. Inform superior of incorrect dosage	---	---	64		
64. Are you to make exchange with the pharmacist?	65	EOT	---	Medication Responsibilities	
65. Make necessary exchange to obtain correct medication	---	---	12		
66. Is patient close at hand or able to be taken to assigned unit?	67	68	---		
67. Return patient to assigned unit	--	--	18		
68. Should patient have medication where he/she is at present?	69	71	---		
69. Are you to go to area or take medication to area where patient is and insert medication?	70	EOT	---		

Insert Rectal Cream For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
70. Go to area where patient is and insert medication	---	---	18	Facility Areas	
71. Return medication to storage area and store or dispose in proper manner	---	---	EOT	Storage & Disposal	
72. Are you qualified to perform isolation technique?	73	59	---		
73. Proceed with task employing proper isolation technique	---	---	17	Isolation Technique Domain	
74. Employ techniques used for patient with whom you cannot communicate	---	---	20	Patient Communication Domain	
75. Employ techniques for resistive patient	---	---	21	Techniques for Resistive Patient	
76, Administer necessary care as indicated	---	---	22	Priority of Needs	
77. Is rectal medication a suppository?	78	56	---		
78. Insert medication according to proper method for suppository	---	---	45	Insert Rectal Suppository	
79. Squeeze tube of rectal cream from the bottom until applicator contain s prescribed amount of cream	---	---	80		
80. Remove applicator from rectal cream tube and place container on medication tray	---	---	81		
81. Lubricate tip of applicator and return lubricant to tray	---	---	82		
82. Lift drape and raise upper buttock correctly	---	---	83		
83. Insert applicator correctly then gently push the plunger of the applicator with the hand holding it, until all the prescribed amount of cream has been inserted	---	---	44		

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis: Hand washing: Legal Responsibilities: Ethics : Patient Communication: Positioning Patient; Body Mechanics: Draping, Medication, Effects, Structure of the Skin

Domain: Apply and Insert Medications for a Patient

Task: Apply a medicated lotion or liniment for a patient

***Elements from task analysis**

Sub Task	**Cell 1** **Cognitive knowledge (generalizable) common to all tasks in the domain**	**Cell 2** **Cognitive knowledge specific to a task in the domain**	**Cell 3** **Skills (transferable) common to all tasks in the domain**	**Cell 4** **Skills specific to task in the domain**
1. Verify Order *(1,2,3,42,43,44)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of medication administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of Topical medication a. body system (1) skin b. special use (1) Antibiotics (2) Anti-inflammatory	1. Check patient's chart for doctor's order 2. Establish mode of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare * (4.5.6.45.47,48)	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for storing topicals a. secure caps b. dark bottles c. squeeze tubes d. temperatures	1. Obtain the keys 2. Unlock medication area	
3. Wash hands * (7)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. perform medical aseptic techniques when preparing medications	

Task: Apply a medicated lotion or liniment for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
4. Select Meds & Supplies *(8,9,10,11,12, 49,50,52,53, 54)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple - dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policies b. supplies (1) gloves (2) disposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of topical medications a. liniments b. lotions c. ointments 2. Supplies for lotions & liniments a. gauze squares b. cotton balls	1. Check storage area for specific medication 2. select appropriate container 3. verify container label with order 4. Place medication on equipment for transport	1. Obtain appropriate supplies to apply lotion and liniments

Task: Apply a medicated lotion or liniment for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
5. Transport Medications *(13,60,60a)	1. Systems for dispensing medication a. Kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/ inserted f. site of application/ insertion g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient *(14,16,56,57, 58,59)	1. Methods of establishing location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there 2. Methods of Identifying		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Task: Apply a medicated lotion or liniment for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
6. (Cont'd)	patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Readon for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomidate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/ refusal			
7. Prepare Patient *(15,17,18,19,20 21,22,24,35,61, 62,63,64,65,66, 67)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive patients a. persuasion methods	1. Positioning for topical applications a. fowler's b. semi-fowler's c. prone d. supine e. lateral 2. Draping a. body drape b. specific body part drape	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1. Position patient properly to appl medications 2. Position bed or chair for utilization of proper body mechanics 3. Obtain bath blanket and drape patient with are to be medicated, exposed

T[illegible] Apply a medicated lotion or liniment for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
7. (cont'd)	(1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) hemorrhage (5) shock b. necessities (1) physical comfort (2) elimination (3) anxieties 5. Positioning a. must be able to apply or insert medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-Isolation Domain a. be qualified b. adapt accordingly 8. Instilling tubes domain a. be qualified b. adapt accordingly 9. Draping Patients a. purposes (1) prevent embaressment (2) prevent heat loss			

Task: Apply a medicated lotion or liniment for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
7. (cont'd)	b. utilization (1) treatments (2) examinations (3) certain medications (4) bed baths (5) surgery/delivery c. supplier (1) cotton bath blanket (2) sheets (3) surgical/obstetrical drapes			√
8. Final Verifications/ Preparation *(23,25,26,27,28, 29)	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for application or insertion (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1. Containers for topicals a. lotions b. liniments c. ointments 2. Rules for preparing topical medications a. maintain aseptic b. obtain correctly from container c. use proper supplies	1..Make final verification of medication dosage, time & method of administration 2. Open medication containers maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application/insertion	1.Open container of medication and place cap upside down on tray 2. Open sterile gauze or cotton balls , preventing contamination 3. Open sterile glove and place on hand applying medication
9.Application/ Insertion *(30,30a,31,33, 45, 55, 71)	1. Rules for applying & inserting medication a. comfort of patient b. good visualization of area of medication c. privacy for patient d. warmth for patient e. proper consistency and/or effectivenes of supplies	1. Rules for applying topicals a. swab (pat) lotions b. rub liniment c. spread ointment (directly on area if possible)	1. Apply or insert medication correctly, according to type. 2. Maintain comfort, privacy and warmth for the patient during application or insertion of medication 3. Maintain proper lighting and visualization during application or insertion of medication	1. With gloved han pick up gauze o cotton and pou proper amount o medication on i 2. pat or rub medication on affected area (according to type) 3. Continue application until

Task: Apply a medicated lotion or liniment for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
9. (cont'd)			4. Maintain effectiveness of supplies during application or insertion of medication	all affected area have been medicated sufficient 4. Change gauze or cotton as needed
10. Observation *(32,68,69)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative		1. Observe patient for effects from prior dosages of medication 2. Observe patient for effects of medication during administration 3. assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. attain assistance, if needed, for effects from medication	

Task: Apply a medicated lotion or liniment for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
10. (cont'd)	b. two or more medications (1) additive (2) atagonistic (3) interaction (4) summative (5) toxic			
11. Patient Comfort *(35,39,72)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)	1. Patient comfort for topicals a. large body surfaces may be involved b. application time may be lengthy c. re-position of patient/drape may be needed	1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	1. Re-position drape if indicated, to apply all medications
12. Clean Up, Storage and Disposal *(34,36,37,38,40)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered	1. Disposal of used supplies a. gauze b. cotton c. gloves 2. Storing topicals a. replace lids on containers	1. Dispose of any waste materials in proper manner 2. When finished remove gloves - discard with other soiled items 3. Clean medication tray and put away in proper manner 4. Store or dispose of medication not administered in proper manner for circumstances	1. Discard all soil gauze or cotton into disposal ba or paper as used 2. Replace lids on lotions or liniments

Ta[illegible] Apply a medicated lotion or liniment for a pati[illegible]

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
13. Record/Report *(41,46,51,70)	1. Chart medication administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects	1. Effects of topical medication a. soothing b. irritating c. anesthetics	1. Chart medication administered and any observations made before, during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis: Hand washing: Legal Responsibilities: Ethics : Patient Communication: Positioning Patient; Body Mechanics: Draping, Medication, Effects Structure of the Skin

Domain: Apply and Insert Medications for a Patient

Task: Apply a Topical Ointment for a Patient

*Elements from task analysis

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
1. Verify Order *(1,2,3,38,39,57)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of medication administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of topical medications a. body system (1) skin b. special uses (1) antibiotics (2) anti- inflammatory	1. Check patient's chart for doctor's order 2. Establish mode of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre- Prepare *(4,5,6,43,44)	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for storing topicals a. secure caps b. dark bottles c. squeeze tubes d. temperatures	1. Obtain the keys 2. Unlock medication area	
3. Wash Hands *(7)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. perform medical aseptic techniques when preparing medications	

sk: Apply a Topical Ointment for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific task in the doma
4. Select Meds & Supplies *(8,9,10,11,12, 45,46,48,49,50)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple - dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policier b. supplies (1) gloves (2) desposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of topical medications a. liniments b. lotions c. ointments 2. Supplies for ointments a. tongue blades b. dressings (1) 4 x 4's (2) stretch roller gauze (3) tape	1. Check storage area for specific medication 2. select appropriate container 3. verify container label with order 4. Place medication on equipment for transport	

-319-

Task: Apply a Topical Ointment for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific task in the doma
5. Transport Medication *(13,54a,56)	1. Systems for dispensing medication a. kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/inserted f. site of application/insertion g. stop date (if indicated) h. initials of person making out card or kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient *(14,16,52,53 54,55)	1. Methods of establishing location a. check kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there 2. Methods of identifying		1. Verify location by kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

sk: Apply a Topical Ointment for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
6. (cont'd)	patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Readon for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomidate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/ refusal			
7. Prepare Patient *(15,18,19,20,21, 22,24,57,58,59, 60,61,62,63)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive patients a. persuasion methods	1. Positioning for topical applications a. fowler's b. semi-fowler's c. prone d. supine e. lateral 2. Draping a. body drape b. specific body part drape	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1. position patie properly to apply medicati 2. Position bed or chair for utili zation of prope body mechanics 3. Obtain bath bl nket and drape patient with area to be medi cated exposed.

Task: Apply a Topical Ointment for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific task in the doma
7. (cont'd)	(1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) hemarrage (5) shock b. necessities (1) physical comfort (2) elimination (3) axieties 5. Positioning a. must be able to apply or insert medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-isolation Domain a. be qualified b. adapt accordingly 8. Instilling tubes domain a. be qualified b. adapt accordingly 9. Draping Patients a. purposes (1) prevent embaressment (2) prevent heat loss			

T Apply a Topical Ointment for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific tc task in the domair
7. (cont'd)	b. utilization (1) treatments (2) examinations (3) certain medications (4) bed baths (5) surgery/delivery c. supplier (1) cotton bath blanket (2) sheets (3) surgical/obstetrical drapes			
8. Final Verification/Preparation *(23,25,26,27)	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for application or insertion (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1. Containers for topicals a. lotions b. liniments c. ointments 2. Rules for preparing topical medications a. maintain asepsic b. obtain correctly from container c. use proper supplies	1. Make final verification of medication dosage, time & method of administration 2. Open medication containers maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application/insertion	1. Open container of medication and place cap upside down on tray. 2. Open a sterile tongue blade making certain not to touch one end. 3. squeeze or scoo ointment onto sterile end of tongue blade usi amount ordered
9. Application/Insertion *(28,29,31,40,41,51,67)	1. Rules for applying & inserting medication a. comfort of patient b. good visualization of area of medication c. privacy for patient d. wormth for patient e. proper consistancy and/or effectivenes of supplies	1. Rules for applying topicals a. swab (pat) lotions b. rub liniment c. spread ointment (directly on area if possible) 2. Application of Dressings a. type of dressing b. size of dressing c. methods of application d. supplies for securing dressing	1. Apply or insert medication correctly, according to type. 2. Maintain comfort, privacy and wormth for the patient during application or insertion of medication 3. Maintain proper lighting and visualization during application or insertion of medication	1. Apply ointment t designated area with gentle firm strokes (work in a pattern- circular horizontal or vertical) forming thin layer one affected areas 2. Continue to apply ointment until entire area is covered if more

Task: Apply a Topical Ointment for a Patient

Sub Task	Cell I Cognitive knowledge (generalizabel(common to all tasks in the domain	Cell 2 cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
9. (cont'd)			4. Maintain effectiveness of supplies during application or insertion of medication	ointment is needed squeez from the tube onto blade without touching. For jar-use new blade for each quantity of ointment 3. Apply sterile dressing as indicated and secure with appropriate tape.
10. Observation *(31a,64,65)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative		1. Observe Patient for effects from prior dosages of medication 2. Observe Patient for effects of medication during administration 3. Assist Patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. Attain assistance, if needed, for effects from medication	

k: Apply a Topical Ointment for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
10. (cont'd)	b. two or more medications (1) additive (2) atagonistic (3) interaction (4) summative (5) toxic			
11. Patient Comfort *(32,35,68)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)	1. Patient comfort for topicals a. large body surfaces may be involved b. application time may be lengthy c. re-position of patient /drape may be needed	1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	1. Discard all soiled gauze o cotton into disposal bag o paper as used 2. Replace lids on lotions or liniments
12. Clean Up Storage & Disposal *(30,33,34,36)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered	1. Disposal of used supplies a. tongue blades b. gloves	1. Dispose of any waste materials in proper manner 2. When finished remove gloves - discard with other soiled items 3. Clean medication tray and put away in proper manner 4. Store or dispose of medication not administered in proper manner for circumstances	1. When finished with tongues blade- break and discard in disposal bag o paper 2. Replace lid on ointment

Task: Apply a Topical Ointment for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
13. Record Report *(37,42,47,66)	1. Chart medication administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unabailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects	1. Effects of topical medication a. soothing b. irritating c. anesthetics	1. Chart medication administered and any observations made before, during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

CONTENT IDENTIFICATION SHEET

Pre-Requ te: Medical Asepsis: Hand washing: Legal Respon ilities: Ethics : Patient Communication: Positio g Patient; Body Mechanics: Draping, Medica on, Effects Structure of Female Reproduction System
Domain: Apply and Insert Medications for a Patient
Task: Insert a vaginal suppository for a patient
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
1. Verify Orders *(1,2,3,51,52,53)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of medication administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of Vaginal medications a. body system (1) female reproduction b. special use (1) antibiotics (2) anti-inflammatory	1. Check patient's chart for doctor's order 2. Establish made of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare Medications *(4,5,6,56,57)	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for storing vaginal medications a. secure caps b. squeeze tubes c. temperatures	1. Obtain the keys 2. Unlock medication area	
3. Wash hands *(7)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. perform medical aseptic techniques when preparing medications	

Task: Insert a Vaginal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
4. Select Meds & Supplies *(8,9,10,11,12,13, 56,57,58,59,60, 67,68)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple - dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbals 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policier b. supplies (1) gloves (2) desposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of Vaginal medications a. suppositories b. creams c. foams 2. Supplies for vaginal medications a. examination gloves b. lubricant c. chux (bed protector) d. disposal bag or paper towel	1. Check storage area for specific medication 2. select appropriate container 3. verify container label with order 4. Place medication on equipment for transport	1. Obtain examination glove, lubricant, chux disposal supplies for inserting vaginal medication

sk: Insert a Vaginal Suppository for a Patie

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Transport Medications *(14,49,74)	1. Systems for dispensing medication a. kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/inserted f. site of application/insertion g. stop date (if indicated) h. initials of person making out card or kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient *(15,17,69,70, 71,72,72)	1. Methods of establishing location a. check kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there 2. Methods of identifying		1. Verify location by kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Task: Insert a Vaginal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
6. (cont'd)	patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Readon for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomidate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/ refusal			
7. Prepare Patient *(16,18,19,20,21, 22,24,25,26,75, 76,77,78,79)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive patients a. persuasion methods	1. Positioning for vaginal insertion a. lithotomy b. knee-chest 2. Draping a. lithotomy b. knee-chest 3. Bed protection a. chux b. cloth bed protector	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1. Position patien properly to insert medication 2. Obtain bath blanket and dra patient with vaginal area un-exposed 3. place bed protector under patient's buttocks

sk: Insert a Vaginal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
7. (cont't)	(1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) hemarrage (5) shock b. necessities (1) physical comfort (2) elimination (3) axieties 5. Positioning a. must be able to apply or insert medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-isolation Domain a. be qualified b. adapt accordingly 8. Instilling tubes domain a. be qualified b. adapt accordingly 9. Draping Patients a. purposes (1) prevent embaressment (2) prevent heat loss			

III

Task: Insert a Vaginal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific tc task in the domair
7. (cont'd)	b. utilization (1) treatments (2) examinations (3) certain medications (4) bed baths (5) surgery/delivery c. supplier (1) cotton bath blanket (2) sheets (3) surgical/obstetrical drapes			
8. Final Verification/Preparation *(23,27,28,29,30 31,32,61,62,63,64, 65,80)	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for application or insertion (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1. Containers for vaginal suppositories a. suppositories (1) unit-dose (2) quantity b. lubricant (water base) 2. Rules for preparing vaginal suppositories a. maintain asepsi b. obtain correctly from container	1.. Make final verification of medication dosage, time & method of administration 2. Open medication containers maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application/insertion	1. Open suppository container & lubricant 2. Put on examinati glove 3. Extract supposit- ory from contain correctly
9. Application/Insertion *(33,34,35,36,37,38 39,40,41,42,43,54, 81,82)	1. Rules for applying & inserting medication a. comfort of patient b. good visualization of area of medication c. privacy for patient d. wormth for patient e. proper consistancy and/or effectivenes of supplies	1. Rules for inserting vaginal medication a. minimize exposing of patient b. pre-lubrication c. container insertion d. slow placement e. gentle withdrawal f. prevent expulsion 2. tructure of female reproductive a. external structures b. inte[illegible]l structure	1. Apply or insert medication correctly, according to type. 2. Maintain comfort, privacy and wormth for the patient during application or insertion of medication 3. Maintain proper lighting and visualization during application or insertion of medication	1. With glove hand lubricate suppository 2. Lift drape for visualization 3. Gently insert suppository int vaginal opening 4. Carefully push upward into vaginal canal 1½ - 2 inches

Task: Insert a Vaginal Suppository for a Patient

Sub Task	Cell I Cognitive knowledge (generalizabel(common to all tasks in the domain	Cell 2 cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
9. (cont'd)		3. Patient sensitivity a. modesty level b. comprehension level c. pain level	4. Maintain effectiveness of supplies during application or insertion of medication	5. When in place remove finger slowly 6. Pull down blanket to cover and warm patient 7. Hold or ask patient to hold legs together severa minutes for absorption of suppository
10. Observation * (50)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. Local b. Systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. Single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative		1. Observe patient for effects from prior dosages of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. Attain assistance, if needed, for effects from medication	

Task: Insert a Vaginal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific task in the doma
10. (cont'd)	b. two or more medications (1) additive (2) atagonistic (3) interaction (4) summative (5) toxic			
11. Patient Comfort *(45,47)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)	1. Patient comfort for vaginal medication a. external soil (1) lubricant (2) suppository	1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	1. Remove chux or bed protect 2. Clean area if indicated
12. Clean Up, Storage & Disposal * (44,46,48)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered	1. Disposal of used supplies a. glove b. chux or bed protector 2. Storing Vaginal medication a. replace lids on containers b. store correct place	1. Dispose of any waste materials in proper manner 2. When finished remove gloves - discard with other soiled items 3. Clean medication tray and put away in proper manner 4. Store or dispose of medication not administered in proper manner for circumstances	1. Discard soile glove and chu into disposal bag or paper towel 2. Replace lids on re-usable containers & store 3. Place cloth b protector wit soiled linens

k: Insert a Vaginal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
13. Record/Report *(50,55,66)	1. Chart medication administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unabailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects	1. Effects of vaginal medication a. soothing b. irritating	1. Chart medication administered and any observations made before, during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis: Hand washing: Legal Responsibilities: Ethics : Patient Communication: Positioning Patient; Body Mechanics: Draping, Medication, Effects
Domain: Apply and Insert Medications for a Patient
Task: Insert a Vaginal Cream for a Patient
Structure Female Reproductive System
*Elements from task analysis

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
1. Verify Orders *(1,2,3,51,52,53)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of medication administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of Vaginal Medications a. body system (1) female reproduction b. special use (1) antibiotics (2) anti-inflammatory	1. Check patient's chart for doctor's order 2. Establish made of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare Medications *(4,5,6,56,57)	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for storing vaginal medications a. secure caps b. squeeze tubes c. temperature	1. Obtain the keys 2. Unlock medication area	
3. Wash Hands *(7)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. perform medical aseptic techniques when preparing medications	

sk: Insert a Vaginal Cream for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
4. Select Meds & Supplies *(8,9,10,11,12,13, 58,60,61)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple - dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbals 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policier b. supplies (1) gloves (2) desposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of Vaginal medications a. suppositories b. creams c. foams 2. Supplies for vaginal medications a. examination gloves b. lubricant c. chux (bed protector) d. disposal bag or paper towel	1. Check storage area for specific medication 2. select appropriate container 3. verify container label with order 4. Place medication on equipment for transport	1. Obtain examination glove, lubricant, chu disposal supplies for in serting vagina medication

Task: Insert a Vaginal Cream for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Transport Medications *(14,49,67)	1. Systems for dispensing medication a. kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/ inserted f. site of application/ insertion g. stop date (if indicated) h. initials of person making out card or kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient *(15,17,62,63,64, 65,66)	1. Methods of establishing location a. check kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there 2. Methods of identifying		1. Verify location by kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Task: Insert a Vaginal Cream for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
6. (cont'd)	patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Readon for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomidate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/ refusal			
7. Prepare Patient *(16,18,19,20,21 22,24,25,26,68, 69,70,71,72)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive patients a. persuasion methods	1. Positioning for vaginal insertion a. lithotomy b. Knee-chest 2. Draping a. lithotomy b. knee-chest 3. Bed protection a. chux b. cloth bed protector	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1. Position patien properly to insert medication 2. Obtain bath blanket and dra patient with vaginal area un-exposed 3. Place bed protector under patient's buttocks

Task: Insert Vaginal Cream for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
7. (cont'd)	(1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) hemarrage (5) shock b. necessities (1) physical comfort (2) elimination (3) axieties 5. Positioning a. must be able to apply or insert medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-isolation Domain a. be qualified b. adapt accordingly 8. Instilling tubes domain a. be qualified b. adapt accordingly 9. Draping Patients a. purposes (1) prevent embaressment (2) prevent heat loss			

k: Insert a Vaginal Cream for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
7. (cont'd)	b. utilization (1) treatments (2) examinations (3) certain medications (4) bed baths (5) surgery/delivery c. supplies (1) cotton bath blanket (2) sheets (3) surgical/obstetrical drapes			
8. Final Verification/ Preparation *(23,27,28,29,30, 31,32,33,34,73)	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for application or insertion (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1. Containers for vaginal creams a. creams (1) squeeze tube (2) foam cans b. lubricants (water base) 2. Rules for preparing vaginal creams a. maintain asepsis b. use accompanying applicator for insertion	1..Make final verification of medication dosage, time & method of administration 2. Open medication containers maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application/ insertion	1.Open cream containers & lubricant 2. Put on examination glove 3. Attach accompanying applicators to cream or foam containers
9. Application/ Insertion *(35,36,37,38,38a, 39,40,41,42,43,54, 74)	1. Rules for applying & inserting medication a. comfort of patient b. good visualization of area of medication c. privacy for patient d. wormth for patient e. proper consistancy and/or effectivenes of supplies	1. Rules for inserting vaginal medication a. minimize exposing of patient b. pre-lubrication c. container insertion d. slow placement e. gentle withdrawal f. prevent expulsion 2. structure of female reproduction a. external structures b. internal structures	1. Apply or insert medication correctly, according to type. 2. Maintain comfort, privacy and wormth for the patient during application or insertion of medication 3. Maintain proper lighting and visualization during application or insertion of medication	1.Fill applicator with proper amount of cream 2. Lift drape for visualization only 3. Lubricate top of applicator 4.Separate tissue of area manuall 5.Caustiously insert applica into vaginal

Task: Insert a Vaginal Cream for a Patient

Sub Task	Cell I Cognitive knowledge (generalizabel(common to all tasks in the domain	Cell 2 cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
9. (cont'd)		3. Patient Sensitivity a. modesty level b. comprehension level c. pain level	4. Maintain effectiveness of supplies during application or insertion of medication	opening 6. Push plunger to insert cream 7. Remove applicator slowly 8. Prevent expulsion by holding legs together several minutes.
10. Observation *(50)	1. Medication uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excertion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative		1. Observe patient for effects from prior dosage of medication 2. Observe Patient for effects of Medication during administration 3. Assist Patient as needed if choking on medication 4. Observe Patient for effects of medication after administration 5. Attain Assistance, if needed, for effects from medication	

k: Insert a Vaginal Cream for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
10. (Cont'd)	b. two or more medications (1) additive (2) atagonistic (3) interaction (4) summative (5) toxic			
11. Patient Comfort *(45,47)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)	1. Patient comfort for vaginal medication a. external soil (1) lubricant (2) suppository	1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	1. Remove chux or bed protector 2. Clean area if indicated
12. Clean Up, Storage & Disposal *(43a,44,46,48,50a)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered	1. Disposal of used supplies a. glove b. chux or bed protector 2. Storing Vaginal medication a. replace lids on containers b. store correct place 3. Rules for application a. disposable-throw away b. re-usable (1) separate (2) clean (3) store	1. Dispose of any waste materials in proper manner 2. When finished remove gloves - discard with other soiled items 3. Clean medication tray and put away in proper manner 4. Store or dispose of medication not administered in proper manner for circumstances	1. Discard soiled glove and chux into disposal bag or paper towel 2. Replace lids on re-usable containers & store 3. Place cloth bed protector with soiled linens 4. For re-usable applicator, clean and retur to medication container

Task: Insert a Vaginal Cream for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
13. Record/Report *(50,55,59)	1. Chart medication administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unabailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects	1. Effects of vaginal medication a. soothing b. irritating	1. Chart medication administered and any observations made before, during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis: Hand washing: Legal Responsibilities: Ethics : Patient Communication: Positioning Patient; Body Mechanics: Draping, Medication, Effects Structure of Gastriontestinal System
Domain: Apply and Insert Medications for a Patient
Task: Insert a rectal suppository for a patient
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
1. Verify Orders *(1,2,3,52,53,54)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2 Principles of medication administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of Rectal medication a. body systems (1) Gastrointestinal b. special use (1) anti-biotics (2) anti-inflammatory	1. Check patient's chart for doctor's order 2. Establish made of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare medications *(4,5,6,57,	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for storing rectal medications a. secure caps b. squeeze tubes c. temperatures	1. Obtain the keys 2. Unlock medication area	
3. Wash Hands *(7)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. perform medical aseptic techniques when preparing medications	

Task: Insert a Rectal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
4. Select Meds & Supplies *(8,9,10,11,12,13, 58,59,60,61,68,69)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple - dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbals 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policier b. supplies (1) gloves (2) desposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of Rectal medications a. suppositories b. creams 2. Supplies for rectal medication a. examination glove b. lubricant c. chux (bed protector) d. disposal bag or paper towel	1. Check storage area for specific medication 2. select appropriate container 3. verify container label with order 4. Place medication on equipment for transport	1. Obtain examinati glove, lubricant chux and disposa supplies for inserting rectal medication

[illegible]k: Insert a Rectal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Transport Medications *(14,50,75)	1. Systems for dispensing medication a. kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/ inserted f. site of application/ insertion g. stop date (if indicated) h. initials of person making out card or kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient *(15,17,70,71,72,73)	1. Methods of establishing location a. check kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there 2. Methods of identifying		1. Verify location by kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Task: Insert a Rectal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
6. (cont'd)	patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Readon for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomidate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/ refusal			
7. Prepare Patient *(16,18,19,20,21, 22,24,25,26,45, 76,77,78,79,80, 84,85,86,87)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive patients a. persuasion methods	1. Positioning for rectal insertion a. Sim's b. knee-chest 2. Draping a. Sim's b. knee-chest 3. Bed Protection a. chux b. cloth, bed protector 4. Bowel Elimination a. facilities (1) bed pan (2) commode (3) toilet (4) privacy	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1. Position patie properly to insert medication 2. Obtain bath blanket and drape patient with rectal ar un-exposed 3. Place bed protector under patient's buttocks 4. Get out bedpan if needed, and position patie

k: Insert a Rectal Suppository for a Patien

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
7. (cont'd)	(1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) hemarrage (5) shock b. necessities (1) physical comfort (2) elimination (3) axieties 5. Positioning a. must be able to apply or insert medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-isolation Domain a. be qualified b. adapt accordingly 8. Instilling tubes domain a. be qualified b. adapt accordingly 9. Draping Patients a. purposes (1) prevent embarassment (2) prevent heat loss	b. position (1) fowler's (2) semi-fowler's (3) dorsal recumbent c. abilities (1) alert- no assistance (2) assistance needed (3) incontinent d. action of suppository (1) instruction (2) close at hand		on it/or prepare to assist patien to bathroom 5. For eliminatio instruct patien to withhold bowel movement at least ten minutes 6. Give patient privacy, but stay close at hand

Task: Insert a Rectal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
7. (cont'd)	b. utilization (1) treatments (2) examinations (3) certain medications (4) bed baths (5) surgery/delivery c. supplier (1) cotton bath blanket (2) sheets (3) surgical/obstetrical drapes			
8. Final Verification/Preparation *(23,27,28,29,30,31, 32,62,63,64,65, 66,81)	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for application or insertion (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1. Containers for rectal suppositories a. suppositories (1) unit-dose (2) quantity b. lubricants(water base) 2. Rules for preparing rectal suppositories a. maintain asepsis b. obtain correctly from container	1.. Make final verification of medication dosage, time & method of administration 2. Open medication containers maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application/insertion	1. Open suppositor container & lubricant 2. Put on examinat on glove 3. Extract supposi ory from container correctly
9. Application/Insertion *(33,34,35,36,37, 38,39,40,41,42 42a,43,55,74,82 83)	1. Rules for applying & inserting medication a. comfort of patient b. good visualization of area of medication c. privacy for patient d. wormth for patient e. proper consistancy and/or effectivenes of supplies	1. Rules for inserting rectal medication a. minimize exposure of patient b. pre-lubrication c. cautious insertion d. slow placement e. gentle withdrawal f. prevent expulsion 2. Structure of gastrointestinal system a. G.I. tract b. peri[illegible]lsis	1. Apply or insert medication correctly, according to type. 2. Maintain comfort, privacy and wormth for the patient during application or insertion of medication 3. Maintain proper lighting and visualization during application or insertion of medication	1. With gloved han lubricate suppository 2. Lift drape for visualization only 3. Raise upper buttock and hold 4. Gently insert suppository int sphincter 5. Carefully push s[illegible]ository

Task: Insert a Rectal Suppository for a Patie

Sub Task	Cell I Cognitive knowledge (generalizabel(common to all tasks in the domain	Cell 2 cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
9. (cont'd)		3. Patient Sensitivity a. modesty level b. comprehension level c. pain level	4. Maintain effectiveness of supplies during application or insertion of medication	beyond anal sphincter into rectum 2½-3" 6. Remove finger slowly 7. Pull down bath blanket to cover and warm patient 8. Hold or ask patient to hold legs together severa minutes for absorption
10. Observation *(51	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative		1. Observe patient for effects from prior dosages of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. Attain assistance, if needed, for effects of medication	

Task: Insert a Rectal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
10. (cont'd)	b. two or more medications (1) additive (2) atagonistic (3) interaction (4) summative (5) toxic			
11. Patient Comfort * (47,48,88,91)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)	1. Patient Comfort for Rectal Medication a. external soil (1) lubricant (2) suppository (3) feces	1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	1. Assist patient with eliminatio facilities when needed 2. Assist with cleaning &/or washing as neede after eliminati 3. Remove chux or bed protectors 4. Clean area if indicated
12. Clean Up, Storage & Disposal *(44,46,49,90)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered	1. Disposal of used supplies a. glove b. chux or bed protector 2. Disposal of fecal waste a. hopper b. toilet 3. Storing Rectal medication a. replace lids b. store correct place	1. Dispose of any waste materials in proper manner 2. When finished remove gloves - discard with other soiled items 3. Clean medication tray and put away in proper manner 4. Store or dispose of medication not administered in proper manner for circumstances	1. Discard soiled glove and chux into disposal bag or paper tow 2. Empty bed pan-commode or flush toliet 3. Replace lit or re-usable container & store 4. Place cloth bed protector with soiled linens

k: Insert a Rectal Suppository for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
13. Record/Report *(51,56,67,89)	1. Chart medication administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unabailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects	1. Effects of Rectal Medications a. soothing b. irritating c. carminative 2. Feces a. characteristics b. amount	1. Chart medication administered and any observations made before, during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis: Hand washing: Legal Responsibilities: Ethics : Patient Communication: Positioning Patient; Body Mechanics: Draping, Medication, Effects Structure of Gastrointestinal System
Domain: Apply and Insert Medications for a Patient
Task: Insert Rectal Cream for a Patient
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
1. Verify Order *(1,2,3,55,56,57)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of medication administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of Rectal medication a. body systems (1) Gastrointestinal b. special use (1) anti-biotics (2) anti-inflammatory	1. Check patient's chart for doctor's order 2. Establish made of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare Medications * (4,5,6,60)	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for storing rectal medications a. secure caps b. squeeze tubes c. temperatures	1. Obtain the keys 2. Unlock medication area	
3. Wash Hands * (7)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. perform medical aseptic techniques when preparing medications	

k: Insert Rectal Cream for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
4. Select Meds & Supplies * (8,9,10,11,12,13, 61,62,64,65)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple - dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbals 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policier b. supplies (1) gloves (2) desposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of Rectal Medication a. suppositories b. creams 2. Supplies for rectal medication a. examination glove b. lubricant c. chux (bed protector) d. disposal bag or paper towel	1. Check storage area for specific medication 2. select appropriate container 3. verify container label with order 4. Place medication on equipment for transport	1. Obtain examination glove, lubricant chux, and disposal supplies for inserting rectal medication

Task: Insert Rectal Cream for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
5. Transport Medication * (14,53,71)	1. Systems for dispensing medication a. kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/inserted f. site of application/insertion g. stop date (if indicated) h. initials of person making out card or kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient * (15,17,66,67,68,69,70)	1. Methods of establishing location a. check kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there 2. Methods of identifying		1. Verify location by kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

k: Insert Rectal Cream for a Patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
6. (cont'd)	patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Readon for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomidate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/ refusal			
7. Prepare Patient * (16,18,19,20,21, 22,24,25,26.72, 73,74,75,76)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interpreter (2) kin/friend 3. Resistive patients a. persuasion methods	1. Positioning for rectal insertion a. Sim's b. knee-chest 2. Draping a. Sim's b. knee-chest 3. Bed Protection a. chux b. cloth, bed proctector 4. Bowel Elimination a. facilities (1) bed pan (2) commode (3) toilet (4) privacy	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1. Position patient properly to insert medicatio 2. Obtain bath blanket and drap with rectal area un-exposed 3. Place bed protector under patient's buttoc 4. Get out bedpan if needed, and position patient on it/or prepare to assist patien to bathroom

Task:

Insert a rectal cream for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
7. (cont'd)	(1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) hemarrage (5) shock b. necessities (1) physical comfort (2) elimination (3) axieties 5. Positioning a. must be able to apply or insert medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-isolation Domain a. be qualified b. adapt accordingly 8. Instilling tubes domain a. be qualified b. adapt accordingly 9. Draping Patients a. purposes (1) prevent embaressment (2) prevent heat loss			5.For elimination instruct patient to withhold bowel movement at least ten minutes 6.Give patient privacy, but stay close at hand

VI

Task: Insert a vaginal cream for a patient

Sub Task	Cell I Cognitive knowledge (generalizabel(common to all tasks in the domain	Cell 2 cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
7. (cont'd)	b. utilization (1) treatments (2) examinations (3) certain medications (4) bed baths (5) surgery/delivery c. supplies (1) cotton bath blanket (2) sheets (3) surgical/obstetrical drapes			
8. Final Verification/Preparation * (23,27,28,29, 30,31,32,77)	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for application or insertion (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1.Containers for Rectal Creams a. Creams (1) squeeze tubes (2) foam cans b. lubricant (water base) 2.Rules for preparing rectal creams a. maintain asepsis b. use accompanying applicator for insertion	1. Make final verification of medication dosage, time & method of administration 2. Open medication containers maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application insertion	1. Open Cream container & lubricant 2. Put on examination glove 3. Attach accompanying applicator to cream or foam container
9. Application/ Insertion * (34,35,36,37,38, 39,40,41,41,43, 44,45,46,58,78, 79,80,81,82,83)	1. Rules for applying & inserting medication a. comfort of patient b. good visualization of area of medication c. privacy for patient d. warmth for patient e. proper consist ncy and/or effectiveness of supplies	1. Rules for Inserting Rectal Medication a. minimize exposure of patient b. pre-lubrication c. cautious insertion d. slow placement e. gentle withdrawal f. prevent expulsion 2. Structure of Gastrointestinal System	1. Apply or insert medication correctly, according to type. 2. Maintain comfort, privacy and warmth for the patient during application or insertion of medication 3. Maintain proper lighting and visualization during application or insertion of medication 4. Maintain effectiveness of supplies during application or insertion of medication	1. Fill applicator with prope amount of cream or foam 2. Lift drape for visualizati only 3. Raise uppor buttock and hold 4. Lubricate tip of applicato 5. Carefully insert tip of applicator through anal sphincter 6. Gently push length of applicator through anal sphinctor into rectum & hold in place

Task: Insert a rectal cream for a patient

Sub Task	Cell I Cognitive knowledge (generalizabel(common to all tasks in the domain	Cell 2 cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
9. (cont'd)		a. GI tract b. peristalsis 3. Patient Sensitivity a. modesty level b. comprehension level c. pain level		7. Squeeze base of medication tube until ½-1" medication is inserted into rectum push plunger slowly inject applicator full of medication 8. Remove applicator slowly 9. Pull down blanket to cover and warm patient 10. Prevent expulsion by holding or asking patien to hold legs together several minutes
10. Observation * (54)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells 3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative		1. Observe patient for effects from prior dosage of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. Attain assistance, if needed, for effects of medication	

k: Insert a rectal cream for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific t task in the domai
10. (cont'd)	b. two or more medications (1) additive (2) atagonistic (3) interaction (4) summative (5) toxic			
11. Patient Comfort * (50,51)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)	1. Patient Comfort for Rectal Medication a. external soil (1) lubricant (2) suppository (3) feces	1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	1.Assist patient with elimination facilities when needed 2.Assist with cleaning &/or washing as neede after eliminatio 3.Remove chux or bed protectors 4.Clean area if needed
12. Clean Up Storage & Disposal * (47,48,49,52)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered	1. Disposal of used supplies a. glove b. chux or bed protector 2. Rules for applicator a. disposable throw away b. re-usable (1) separate (2) clean (3) store 3. Storing Rectal Medicatio a. replace lids b. store correct place	1. Dispose of any waste materials in proper manner 2. When finished remove gloves - discard with other soiled items 3. Clean medication tray and put away in proper manner 4. Store or dispose of medication not administered in proper manner for circumstances	1.Discard soiled glove and chux into disposal bag or paper tow 2.For reusable applicator, clean and return to medication container 3.Replace lids on re-usable container 4. Place cloth protector with soiled linens

k:
Insert a rectal cream for a patient

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
13. Record/Report * (54,59,63)	1. Chart medication administered a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unabailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects	1. Effects of Rectal medications a. soothing b. irritating c. carminative 2. Feces a. characteristics b. amount	1. Chart medication administered and any observations made before, during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

COMMON SUBTASK FOR
DOMAIN

APPLY AND INSERT MEDICATIONS FOR A PATIENT

Apply A Medicated Lotion or Liniment	Apply A Topical Ointment	Insert A Vaginal Suppository	Insert A Vaginal Cream	Insert A Rectal Suppository	Insert A Rectal Cream
1. Verify Order (1,2,3,42,43,44)	1. (1,2,3,38,39,57)	1. (1,2,3,51,52,53)	1. (1,2,3,51,52,53)	1. (1,2,3,52,53,54)	1. (1,2,3,55,56,57)
2. Pre-Prepate Meds (4,5,6,45,47,48)	2. (4,5,6,43,44)	2. (4,5,6,56,57)	2. (4,5,6,56,57)	2. (4,5,6,57)	2. (4,5,6,60)
3. Wash hands (7)	3. (7)	3. (7)	3. (7)	3. (7)	3. (7)
4. Select Needs & Supplies (8,9,10,11,12,49, 50,52,53,54)	4. (8,9,10,11,12,45, 46,48,49,50)	4. (8,9,10,11,12 13,56,57,58,59 60,67,68)	4. (8,9,10,11,12,13, 58,60,61)	4. (8,9,10,11,12,13 58,59,60,61,68,69)	4. (8,9,10,11,12,13, 61,62,64,65)
5. Transport Meds (13,60,60a)	5. (13,54a,56)	5. (14,49,74)	5. (14,49,67)	5. (14,50,75	5. (14,53,71)
6. Locate & Identify Patient (14,16,56,57,58,59)	6. (14,16,52,53,54 55)	6. (15,17,69,70,71, 72,73)	6. (15,17,62,63,64, 65,66)	6. (15,17,70,71,72, 73)	6. (15,17,66,67,68, 69,70)
7. Prepare Patient (15,17,18,19,20,21, 22,24,35,61,62,63, 64,65,66,67)	7. (15,17,18,19,20,21 22,24,57,58,60,61 62,63	7. (16,18,19,20,21, 22,24,25,26,75, 76,77,78,79)	7. (16,18,19,20,21,22 24,25,26,68,69,70 71,72)	7. (16,18,19,20,21, 22,24,25,26,45, 76,77,78,79,80, 84,85,86,87)	7. (16,18,19,20,21,2 24,25,26,72,73,74 75,76)
8. Final Verification/preparation (23,25,26,27,28,29)	8. (23,25,26,27)	8. (23,27,28,29,30, 31,32,61,62,63, 64,65,80)	8. (23,27,28,29,30 31,32,33,34,73)	8. (23,27,28,29,30, 31,32,62,63,64,65, 66,81)	8. (23,27,28,29,30, 31,32,33,77)
9. Application/ Insertion (30,30a,31,33,45, 55,71)	9. (28,29,31,40,41 51,67)	9. (33,34,35,36,37 38,39,40,41,42, 43,54,81,82)	9. (35,36,37,38,38a, 39,40,41,42,43,54, 74)	9. (33,34,35,36,37, 38,39,40,41,42, 42a,43,55,74,82, 83)	9. (34,35,36,37,38, 39,40,41,42,43,44 45,46,58,78,79,80 81,82,83)
10. Observation (32,68,69)	10. (31a,64,65)	10. (50)	10. (50)	10. (51)	10. (54)

COMMON SUBTASK FOR
DOMAIN

APPLY AND INSERT MEDICATIONS FOR A PATIENT (cont'd)

Apply A Medicated Lotion or Liniment	Apply a Topical Ointment	Insert A Vaginal Suppository	Insert A Vaginal Cream	Insert A Rectal Suppository	Insert A Rectal Cream
11. Patient Comfort (35,39,72)	11. (32,35,68)	11. (45,47)	11. (45,47)	11. (47,48,88,91)	11. (50,51)
12. Clean Up, Storage & Disposal (34,36,37,38,40)	12. (30,33,34,36)	12. (44,46,48)	12. (43a,44,46,48, 50a)	12. (44,46,49,90)	12. (47,48,49,52)
13. Record/Report (41,46,51,70)	13. (37,42,47,66)	13. (50,55,66)	13. (50,55,59)	13. (51,56,67,89)	13. (54,59,63)

APPENDIX A

Task Analysis for Domain: Apply and Insert Medications For A Patient

- Apply A Medicated Lotion or Liniment
- Apply A Topical Ointment
- Insert A Vaginal Suppository
- Insert Vaginal Cream
- Insert A Rectal Suppository
- Insert Rectal Cream

Common Sub Tasks For The Domain

Learning Content Identification

- Apply A Medicated Lotion or Liniment
- Apply A Topical Ointment
- Insert A Vaginal Suppository
- Insert Vaginal Cream
- Insert A Rectal Suppository
- Insert Rectal Cream

Data Sheet A - Content Limits for Tasks in Domain

Data Sheet B - Content Limits for Sub Tasks in Domain

Data Sheet C - Content Limits for Equipment and Supplies in Domain

CONTENT LIMITS DATA SHEET A

DOMAIN

APPLY AND INSERT MEDICATIONS FOR A PATIENT

Task I: Apply a medicated lotion or liniment

A. Application Site

1. face
2. one limb
3. chest
4. back
5. hip & coccyx
6. two limbs
7. four limbs
8. body trunk

B. Types of Medications

1. skin disorders
2. anti-biotics
3. anti-inflammatory

C. Packaging

1. 4 ounce bottle
2. 8 ounce bottle
3. pump bottle
4. squeeze bottle

D. Forms

1. liniments
2. lotions

E. Supplies

1. gauze squares
2. cotton balls
3. glove, single
4. gloves, pair

F. Position For Application

1. fowler's
2. semi-fowler's
3. prone
4. supine
5. lateral

G. Effects

1. soothing
2. irritating
3. anesthetic

Task II: Apply a topical ointment

A. Application Site

1. face
2. one limb
3. chest
4. back
5. hip & coccyx
6. two limbs
7. four limbs
8. perineal area

B. Types of Medications

1. skin disorder
2. anti-biotic
3. anti-inflammatory

C. Packaging

1. squeeze tube
2. ointment tin
3. jar

D. Forms

1. ointments

E. Supplies

1. tongue blade
2. spreader
3. 4 x 4's
4. stretch gauze
5. adhesive tape
6. plastic tape

DATA SHEET A (cont'd)

Task II: (cont'd)

F. Position For Application

1. fowler's
2. semi-fowler's
3. prone
4. supine
5. lateral

G. Effects

1. soothing
2. irritating
3. anesthetic

Task III : Insert a vaginal suppository

A. Types of Medication

1. female reproductive
2. antibiotic
3. anti-inflammatory

B. Packaging

1. unit-dose
2. multiple dose

C. Supplier

1. glove, single
2. glove, pair
3. lubricant, packet
4. lubricant, tube
5. chux
6. cloth bed protector

D. Position For Insertion

1. lithotomy
2. knee-chest

E. Patient Sensitivity

1. extremely modest
2. uncomprehending
3. extreme pain sensitivity

F. Effects

1. soothing
2. irritating
3. reaction

Task IV : Insert vaginal cream

A. Types of Medication

1. female reproductive
2. antibiotic
3. anti-inflammatory

B. Packaging

1. squeeze tube with applicator
2. foam can

C. Supplies

1. glove, single
2. glove, pair
3. lubricant, packet
4. lubricant, tube
5. chux
6. cloth bed protector

D. Position For Insertion

1. lithotomy
2. knee-chest

E. Patient Sensitivity

1. extremely modest
2. uncomprehending
3. extreme pain

F. Applicator

1. disposable
2. reusable

G. Effects

1. soothing
2. irritating
3. reaction

Data Sheet A (cont'd

Task V: Insert a rectal suppository

A. Types of Medication

1. gastrointestinal
2. antibiotic
3. anti-inflammatory
4. respiratory

B. Packaging

1. unit-dose
2. multiple dose

C. Supplies

1. glove, single
2. glove, pair
3. lubricant, packet
4. lubricant, tube
5. chux
6. cloth bed protector

D. Position For Insertion

1. sims
2. knee-chest

E. Elimination Facitities

1. Bed pan
2. commode
3. toilet

F. Patient Abilities

1. alert-no assistance
2. assistance needed
3. incontinent

G. External Soil

1. none
2. moderate
3. extensive

H. Disposal of Fecal Wastes

1. hopper
2. toilet

I. Effects

1. soothing
2. irritating
3. carminative
4. dilitation

J. Fecal Characteristics

1. hard
2. formed
3. soft
4. brown
5. black
6. yellow

Task VI: Insert rectal cream

A. Types of Medication

1. gastrointestinal
2. antibiotic
3. anti-inflammatory

B. Packaging

1. squeeze tube, perforated applicator
2. squeeze tube, plunger applicator
3. foam can

B. Supplies

1. glove, single
2. glove, pair
3. lubricant, packet
4. lubricant, tube
5. chux
6. cloth bed protector

D. Position For Insertion

1. sims
2. knee-chest

E. Patient Sinsitivity

1. extremely modest
2. uncomprehending
3. extreme pain

F. Applicator

1. disposable
2. reusable

G. Effects

1. soothing
2. irritating
3. reactive

CONTENT LIMITS DATA SHEET B

DOMAIN

APPLY AND INSERT MEDICATIONS FOR A PATIENT

Sub Task I: VERIFY ORDER

A. Order

1. chart

B. Route

1. topical
2. insertion

Sub Task II: PRE-PREPARE

A. Storage Area

1. medication cabinet
2. medication cart
3. refrigerator
4. patient's bed side stand

B. Supplies

1. medication cabinet keys
2. medication cart keys

Sub Task III: WASH HANDS

A. Time

1. 30 seconds
2. 60 seconds
3. 2 minutes

B. Facilities

1. sink, real
2. sink, simulated
3. basin

C. Soap

1. liquid
2. powder
3. bar

Sub Task IV: SELECT CORRECT MEDICATIONS & SUPPLIES

A. Names

1. offical
2. generic
3. trade

B. Packaging

1. multiple-dose container
2. unit-dose container

C. Doages

1. metric
2. household
3. apothecaries'

D. Abbreviations and Symbols

1. a.c.
2. a.m.
3. ad lib
4. b.i.d.
5. c̄
6. D.C.
7. Gm.
8. gr.
9. h.
10. h.s.
11. mg.
12. p.c.
13. per
14. p.r.n.
15. q̄
16. q.d.
17. q.i.d.
18. q.o.d.
19. Rx
20. s̄
21. ṡṡ
22. Sig
23. s.o.s.
24. stat
25. t.i.d.
26. ung.
27. p.m.

E. Method

1. Kardex
2. medication card

F. Information Resource

1. Physician's Desk Reference
2. variable drug list

DATA SHEET B (cont'd)

Sub Task IX: (cont'd)

C. State of Patient

1. alert
2. physically incapable
3. mentally incapable

D. Type of Assistance

1. partial
2. total

Sub Task X: OBSERVATION

A. Medication Usage

1. maintain health
2. treat disease
3. relieve symptoms
4. prevent disease
5. alter process
6. diagnose disease

B. Action

1. local
2. systemic

C. Effects

1. primary
2. secondary
3. toxic
4. addictive
5. allergic
6. cumulative
7. additive
8. antagonistic
9. interactive
10. summative

Sub Task XI: PATIENT COMFORT

A. Orginal Patient Position

1. lateral
2. prone
3. supine
4. trendelenburg
5. fowler's
6. orthopneic
7. chair
8. ambulatory
9. semi-fowler's
10. sims

B. Supplies and Equipment

1. call bell
2. intercom
3. restraints
4. side rails
5. curtain
6. screens

Sub Task XII: CLEAN UP, STORAGE AND DISPOSAL

A. Materials for Disposal

1. paper
2. plastic
3. metals
4. glass
5. rubber
6. cloth

B. Cleaning Supplies

1. paper towel
2. cloth towel
3. basin
4. soap & water
5. disinfectant

C. Disposal Areas

1. waste basket
2. plastic bag
3. incinerator
4. garbage can

D. Storage

1. medication cabinet
2. medication cart
3. patient's unit

Sub Task XIII : RECORD/REPORT

A. Forms

1. medication sheet
2. nurse's notes
3. special forms
4. incident reports

B. Patient Situation

1. cooperation
2. unavailable
3. unresponsive
4. resistive

C. Effects

1. desired
2. undesired
3. critical

DATA SHEET B (cont'd)

Sub Task IV: (cont'd)

G. Supplies

1. gloves, sterile
2. gloves, examining
3. disposal bag
4. paper towels
5. chux
6. cloth bed protector

Sub Task V: TRANSPORT MEDICATION

A. System for Dispensing

1. Kardex
2. medication card

B. Equipment

1. medication tray
2. portable medication cart
3. rolling medication cabinet

Sub Task VI: LOCATE AND IDENTIFY PATIENT

A. Establish Location

1. chart
2. Kardex
3. roster
4. telephone
5. observation

B. Identification

1. bed tag
2. wrist bands
3. I.D.
4. kin/friends

Sub Task VII: PREPARE PATIENT

A. Patient

1. mannequin
2. student partner

B. Patient Awareness

1. conscious
2. semi-consious
3. unconsious

C. Communication

1. verbal
2. non-verbal
3. interpreter
4. resistive

D. Patient Circumstances

1. critical problems
2. physical discomfort
3. elimination
4. anxieties
5. isolation
6. reverse isolation

E. Draping Supplies

1. Cotton bath blanket
2. sheet
3. surgical drape

Sub Task VIII: FINAL VERIFICATION/PREPARATION

A. Order

1. Kardex
2. medication cards

B. Route

1. topical
2. insertion

C. Supplies

1. sterile
2. unsterile

Sub Task IX: APPLICATION/INSERTION

A. Supplies for Privacy

1. curtain
2. screen
3. door

B. Lighting

1. ceiling
2. unit
3. goose-neck

CONTENT LIMIT DATA SHEET C

DOMAIN

APPLY AND INSERT MEDICATIONS FOR A PATIENT

I. EQUIPMENT

- A. Medication cabinet
- B. Medication cart, locked
- C. Medication cart, portable
- D. Chart backs
- E. Kardex file
- F. Sink, large-hole drain (simulated)
- G. Basin
- H. Refrigerator (simulated)
- I. Gatch-frame bed
- J. Siderail
- K. Straight chair
- L. Overbed table
- M. Bedside stand
- N. Bedpan
- O. Commode
- P. Toilet (simulated)
- Q. Hopper
- R. Curtain/screen
- S. Bed/wall name plate
- T. Mannequin

II. SUPPLIES

- A. Kardex cards
- B. Medication cards
- C. Chart forms
- D. Keys
  - 1. medication cabinet
  - 2. medication cart
- E. Medications
  - 1. topical
    - a. lotions
    - b. liniments
    - c. ointments
      - (1) tube
      - (2) tin
      - (3) jar
  - 2. vaginals
    - a. suppositories
      - (1) unit-dose
      - (2) multiple dose
    - b. creams
    - c. foams
  - 3. rectals
    - a. suppositories
      - (1) unit-dose
      - (2) multiple dose
    - b. creams
    - c. foams
- F. Applicators
  - 1. disposables
  - 2. reusables
- G. Cotton balls
- H. Gauze
  - 1. squares
    - a. 2 x 2's
    - b. 4 x 4's
  - 2. stretch roller
- I. Gloves
  - 1. sterile
  - 2. examining
- J. Lubricant
  - 1. tube
  - 2. packet
- K. Tape
  - 1. adhesive
  - 2. plastic
- L. Tongue blades, sterile
- M. Soap
  - 1. liquid
  - 2. powder
  - 3. bar
- N. Towels
  - 1. paper
  - 2. cloth
- O. Wash cloths
- P. Disposal bags
- Q. Bath blanket
- R. Toilet tissue
- S. Bed protectors
  - 1. cloth
  - 2. chux
- T. Medication trays
  - 1. large
  - 2. small
- U. Name band
- V. Note pad
- W. Pencil
- X. Physician's Desk References

APPENDIX B

DOMAIN REFERENCED TEST FORMAT

DOMAIN REFERENCED TEST I

FOR

APPLY AND INSERT MEDICATION FOR A PATIENT

SAMPLE DRT

A. DRT Format

1. Domain: Apply and Insert Medication for a Patient

2. Tasks in domain:

   a. Apply a medicated lotion or liniment
   b. Apply a topical ointment
   c. Insert a vaginal suppository
   d. Insert vaginal cream
   e. Insert a rectal suppository
   f. Insert rectal cream

3. Domain Descriptor: Apply and Insert Medication for a Patient

4. Content limits for domain

   a. Content limits per tasks -- See Data Sheet A
   b. Content limits per sub tasks -- See Data Sheet B
   c. Content limits for equipment -- See Data Sheet C

5. Criteria for evaluation

   All items on the following check lists must be acceptable to pass test

6. Test Stimulus Characteristics:

   Each student will be given a patient situation, access to medications for application and insertion, and access to appropriate equipment and supplies needed for application and insertion of the medications. The test will be conducted in a simulated medication area and patient unit area with a mannequin or student patient provided. Two sample combinations of variables for testing are given below:

DATA SHEET A

	Test 1			Test 2	
II.	A-6-8	E-1-3-6	I.	A-1-8	E-2-3
	B-2	F-5		B-1	F-3-4
	C-1	G-2		C-2	G-1-3
	D-1			D-2	
III.	A-2	D-2	IV.	A-2	E-3
	B-1	E-3		B-1	F-2
	C-2-4-6	F-1		C-2-3-5	G-1
				D-1	
VI.	A-1	E-2	V.	A-4	D-1
	B-3	F-1		B-2	F-1
	C-2-4-6	G-2		C-1-3-5	I-4
	D-1				

DATA SHEET B

DATA SHEET B Con't

I. A-1
B-1-2

II. A-1-4
B-1

III. A-1-2
B-2
C-2

IV. A-2
B-1-2
C-1
D-2-4-7-20-11-14-16-26-27
E-1
F-1
G-1-2-3-6

V. A-2
B-1

VI. A-2
B-1-2

VII. A-1
B-2
C-2
D--
E-1
VIII. A-2
B-1-2
C-1-2

IX. A-2
B-2
C-1-2
D-1
X. A-2-3
B-1
C-1-5

XI. A-5-8
B-1-4-6

XII. A-1-5-6
B-2-3-5
C-1-3
D-1

XIII. A-1-2
B-1-3
C-1-2

I. A-1
B-1-2

II. A-2-3
B-2

III. A-1-3
B-3
C-1

IV. A-3
B-1-2
C-3
D-2-3-8-9-15-17-25-27
E-2
F-2
G-1-2-4-5

V. A-1
B-2

VI. A-3
B-2-4

VII. A-2
B-1
C-1
D--
E-1
VIII A-1
B-1-2
C-1-2

A-1
B-3
C-1-2
D-1
X. A-2-3
B-1-2
C-1-2

XI. A-2-7
B-2-5

XII. A-1-2-5
B-1-4
C-2
D-2

XIII. A-1-2
B-1-3
C-1-2

DATA SHEET C

I. A.
D.
E.
F.
I.
J.
K.
L.
M.
R.
S.
T.

II. A.
B.
C.
D. 1.
E. 1. c. (1)
E. 2. a. (1)
E. 3. c.
F. 2.
H. 1. b.
I. 2.
J. 1.
L.
M. 2.
N. 2.
Q.
S. 1.
T. 1.
U.
V.
W.
X.

7. Test Response Characteristics:

The student will prepare medications as directed by the patient situation. The student's performance must be acceptable according to the evaluation checklist.

8. Student Instruction Sheet I

Given a mannequin in a patient's unit and access to the following medication and supplies you will apply a topical ointment; insert a vaginal suppository; and insert rectal cream. Following the application and insertion of medication you will record the application and insertions on proper forms. Your performance will be evaluated according to the attached check lists. You must attain 100% accuracy on all points marked with (*) and at least 75% accuracy on all other points.

EQUIPMENT LIST:

Medication Cabinet; chart backs; Kardex file; gatch-frame bed; siderail;

599

Equipment list Con't

straight chair; overbed table; bedside stand; curtain/screen; bed/wall name plate; mannequin; Kardex cards; medication cards; Chart forms; medication cabinet keys; topical ointment (tube); vaginal suppositories (unit-dose): rectal cream (foam can with applicator); gauze squares (4 x 4's); examining gloves; lubricant (tube); sterile tongue blades: powdered soap; cloth towels; bath blanket; cloth bed protector; large medication tray; patient's name band; note pad; pencil; Physician's Desk Reference.

C. Accessory Materials to be with test

1. student instruction sheet
2. Equipment and supply list
3. Check lists for evaluations

600

Domain Referenced Test One

Apply and Insert Medications For A Patient

STUDENT INSTRUCTION:

Examine the following nursing order and supply equipment list. Perform the required activities in the simulated medication and patient area; all equipment and supplies are present in those areas.

Your performance will be evaluated by the instructor according to the attached check lists for applying and inserting medications. The level of performance listed on the check list must be attained to pass the performance test.

NURSING ORDER:

Given a patient's Kardex card, appropriate medication cards, medications and supplies with which to apply and/or insert for a patient you will: check to see if there are any changes in the medication or method of administration; assemble all medications and supplies to be applied or inserted for 6:00 pm October 11, 1979; care for all of the patient's needs before and after medication administration; and apply and insert the medications as ordered. You will also record all medications given and observations made in the proper manner.

EQUIPMENT AND SUPPLY LIST:

Medication cabinet; chart backs; Kardex file; gatch-frame bed; siderail; straight chair; overbed table; bedside stand; curtain/screen; bed/wall; name plate; mannequin; Kardex cards; medication cards; chart forms; medication cabinet keys; topical ointment (tube); vaginal suppositories (unit-dose); rectal cream (foam can with applicator); gauze squares (4 x 4's) examining gloves; lubricant (tube); sterile tongue blades; powdered soap; cloth towel; bath blanket; cloth bed protector; large medication tray; patient's name band; note pad; pencil; Physician's Desk Reference.

CHECK LIST:

See attached check lists

DOCTOR'S ORDERS, NURSE'S NOTES AND MEDICATION SHEET:

See patient chart

NAME ______________________________ DATE ____________________

CHECK LIST

FOR

ROUTINE TOPICAL APPLICATION

U	S		
_____	_____	1.	Verifies order with doctor's order on Kardex and/or patient's chart *
_____	_____	2.	Obtains keys for medication area and unlocks
_____	_____	3.	Washes hands before proceeding *
_____	_____	4.	Verifies label of medication with medication card or Kardex *
_____	_____	5.	Assembles appropriate supplies and/or equipment for topical application
_____	_____	6.	Identifies patient in correct manner *
_____	_____	7.	Explains task to patient
_____	_____	8.	Verifies medication at bedside *
_____	_____	9.	Prepares patient as needed for topical application before proceeding
_____	_____	10.	Maintains medical asepsis throughout topical application *
_____	_____	11.	Observes patient before, during and after topical application
_____	_____	12.	Applies topical medication correctly *
_____	_____	13.	Maintains safety factors for patient during and after task *
_____	_____	14.	Makes patient comfortable after application
_____	_____	15.	Cleans up patient area after application
_____	_____	16.	Records and/or reports application accurately with observations *
	_____	17.	Recognizes limitations in regard to application of topical medication *
_____	_____	18.	Completes application within proper time span *

* SCORE ____________________

(others) SCORE ____________________

NAME____ DATE__________________________

_______ Vaginal Insertion   ______ Rectal Insertion

CHECK LIST

FOR

INSERTING VAGINAL OR RECTAL

MEDICATION

U	S		
______	______	1.	Verifies order with doctor's order on Kardex and/or patient's chart *
______	______	2.	Obtains keys for the medication area (if applicable)
______	______	3.	Washes hands before proceeding with medication *
______	______	4.	Verifies label on medication wrapper or container with order *
______	______	5.	Assembles medication and any appropriate supplies
______	______	6.	Identifies patient in correct manner *
______	______	7.	Explains task to patient
______	______	8.	Assembles appropriate supplies in patient's unit
______	______	9.	Provides privacy for patient
______	______	10.	Positions patient properly for task performing *
______	______	11.	Drapes patient correctly for task
______	______	12.	Protects linens during task
______	______	13.	Verifies and prepares medication with order at the bedside *
______	______	14.	Inserts medication correctly for area and type of insertion *
______	______	15.	Maintains medical asepsis during medication insertion *
______	______	16.	Maintains safety factors for patient during task *
______	______	17.	Observes patient during medication insertion *
______	______	18.	Makes patient comfortable following insertion
______	______	19.	Cleans patient area after insertion
______	______	20.	Recognizes limitations in regard to insertion or related tasks (if applicable) *

Name ______________________________ Date ____________________

Check Lists for Inserting Vaginal or Rectal Medication (cont'd)

___ ___ 21. Sequences steps of task for best use of time and materials

___ ___ 22. Records and/or reports medication insertion and observations accurately *

___ ___ 23. Completes insertion within time span *

SCORE * POINTS ____________________

SCORE OTHER POINTS ____________________

FINAL SCORE ____________________

604

Carter, Mary
Dr. K.C. Richards
Room 220

Doctor's Order Sheet

10/10/79 Bed Rest
Declomycin 150 mg cap q 6 h.
Fungizone ung. liberally to lesions on perineum and thighs b.i.d.
Tricofuron Vaginal Suppository vaginally b.i.d. - keep supine for 10 min. after insertion.
Proctofoam HC - applicator full-rectally
Mechanical soft diet

K.C. Richards, M.D.

KARDEX CARD

Medications:

10/10/79 Declomycin150 mg cap q 6 a.m., 12 noon, 6 p.m., 12 mid.
10/10/79 Fungizone ung. b.i.d. 9 a.m., - 6 p.m. (apply liberally to lesions on perineum and thighs)
10/10/79 Tricofuron Vaginal Suppository b.i.d. 9.a.m., - 6p.m. (inserted vaginally - keep supine for 10 min. after insertion)
10/10/79 Proctofoam HC applicator full b.i.d. 9 a.m. - 6 p.m. and after each bowel movement (insert rectally)

Activity: Bedrest 10/10/79 Diet: Mechanical soft 10/10/79

Diagnosis: Dermatologic & Vaginal Fungus Infection; Anal Pruritis

220 Carter, Mary Age: 79 Physician: K.C. Richards

605

Carter, Mary
K.C. Richards
Room 220

Nurse's Notes

Time	Date	Treatments	Notations
9:15a.m.	10-11-79		When ointment applied to perineum and thighs, stated itching is not as intense. Small amount of thick, yellow drainage noted when vaginal suppository inserted. States it was very painful when rectal applicator was inserted. G Smith, RN.
1[illegible]:00a.m.			Resting quietly. Dozing at intervals. P Cook, LPN
1:30pm.			Appears to be sleeping.
3:00pm			Fr. good day G Smith, RN
4:30pm.			Awake, Seems Cheerful. States she is hungry.
5:00pm		Mechanical Soft Diet	Ate all of supper. T. Meyer, RN

606

Carter, Mary
Dr. K.C. Richards
Room 220

MEDICATION RECORD

MEDICATION	HOUR	DATE 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Declomycin	6 am.	x	x	x	x	x	x	x	x	x	x	EB.						
150 mg q̄ 6 h.	12 noon.	x	x	x	x	x	x	x	x	x	GS.	GS.						
	6 pm.	x	x	x	x	x	x	x	x	x	TM.							
10-10-79	12 mid.	x	x	x	x	x	x	x	x	x	EB.							
Fungizone ung.	9 am	x	x	x	x	x	x	x	x	x	x	GS.						
b.i.d.	6 pm.	x	x	x	x	x	x	x	x	x	TM.							
10-10-79																		
Tricoferon	9 am	x	x	x	x	x	x	x	x	x	x	GS.						
Vag Supp.	6 pm.	x	x	x	x	x	x	x	x	x	TM.							
ī b.i.d.																		
10-10-79																		
Proctofoam HC.	9 am	x	x	x	x	x	x	x	x	x	x	GS.						
ī applicator full	6 pm	x	x	x	x	x	x	x	x	x	TM.							
b.i.d.																		
10-10-79																		

PATIENT INFORMATION

DIAGNOSIS	Dermatologic & Vaginal Fungus Infection; Anal Pruritis				
PHYSICIAN	K.C. Richards	DIET	Mech. Soft.	AGE	79
PATIENT	Carter, Mary	ROOM	220	MONTH & YEAR	10-10-79

NURSES' SIGNATURES

1 G. Smith, R.N.	4	7	10
2 T. Meyers, R.N.	5	8	11
3 E. Brown, R.N.	6	9	12

607

TASK ANALYSIS GUIDE

I. Task Statement: Instill Liquid Eye Medication

II. Task Performance Cues: Physician's Order - Standing, Routine or Stat
Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order sheet for verification of the medication dosage, mode of administration, time of administration and area of instillation.	---	---	2	Principles of Doctor's Orders	Chart Back, Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	43	3	---		
3. Is the medication to be instilled into the eye?	4	45	--	Principles of Medication Administration	
4. At the appropriate time proceed to prepare eye medication.	---	---	5		
5. Are there other procedures to be done for the patient in connection with the instillation of the eye medication?	48	6	---		
6. Is the medication being kept in the medication room or cabinet?	7	50	---	Eye Medication Storage	

Instill Liquid Eye Medication

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
7. Go to medication area and unlock	---	---	8	Medication Storage	Keys, Medication Storage Facilities
8. Wash hands in adjacent facilities	---	---	9	Medical Asepsis Domain	Handwashing Facilities
9. Obtain eye medication and verify with doctor's orders	---	---	10	Principles of Medications Methods of Packaging Eye Medications	Kardex and Medication Cards
10. Is it the correct medication?	11	54	---	Medication Dosages	
11. Is medication to be instilled a liquid medication?	12	57	---	Forms of Eye Medication	Liquid Eye Medication
12. Is there an eye dropper with the medication bottle?	13	59	---		Eye Dropper
13. Place eye medication on medication tray and secure medication area	---	---	14		Medication Tray
14. Obtain clean cotton balls or tissues and place on medication tray	---	---	15	Principles of Eye Medication Instillation	Cotton Balls, Tissues
15. Take medication tray with eye medication and supplies to patient's assigned unit	---	---	16	Principles of Medication Transportation	
16. Is patient in assigned unit?	17	60	---	Patient's Unit	Bed, Side Rail, Chair Overbed Table, Patien
17. Is patient in isolation?	67	18	---	The Isolation Unit	
18. Establish patient's identity (by name band or given method of agency)	---	---	19	Patient Identification Methods	Name Band, Bed/Wall Name Plate
19. Are you able to communicate with patient verbally or non-verbally?	20	69	---		
20. Explain to patient the task you are going to perform	---	---	21	Patient Communication Domain	Note Pad, Pencil

Inst Liquid Eye Medication

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
21. Is patient resistive to task?	70	22	---		
22. Does patient have any prior need(s) that should be taken care of before medication is instilled?	71	23	---	Patient's Priority of Needs	
23. Is patient in proper position for instillation of eye medication?	24	72	---	Positioning Patients	
24. Is patient's bed or chair in proper position for you to maintain proper body mechanics during instillation?	25	73	---	Principles of Body Mechanics	Bed, Chair
25. Verify medication, dosage, time, method, mode of administration and site of instillation	---	---	26	Five Rights of Medication Administration	Medication Cards, Kardex
26. Is medication to be instilled a liquid medication?	27	57	---		Liquid Eye Medication
27. Is eye dropper in the medication bottle?	28	59	---		With Eye Dropper
28. Draw up medication into eye dropper as prescribed	---	---	29	Rules for Preparing Eye Medication	
29. Is patient in bed?	30	74	---		Patient/Mannequin
30. Position yourself, at the side of the bed near the patient's head	---	---	31	Rules for Instilling Eye Medication	
31. Ask patient to look upward	---	---	32		
32. Pull down lower lid of eye in which medication is to be instilled, with hand not holding eye dropper	---	---	33		
33. Pressing on rubber bulb of medicine dropper, induce the designated dosage of medicine onto the center of the lower extended eyelid without touching the eye dropper on surface of eye a drop at a time	---	---	34	Surgical Asepsis Domain	

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
34. Did you give all of prescribed amount?	35	75	---		
35. Return the eye dropper to the medication bottle being careful not to touch the dropper to anything unsterile (if dropper contaminated discard and replace with sterile one) tighten dropper.	---	---	36	Surgical Asepsis	
36. Ask the patient to close eye gently (or close for patient)	---	---	37		
37. Is medication of a poisonous composition?	76	38	---	Eye Medication Effect	
38. Gently remove any excess medication from eye lid with cotton ball or tissue and discard same	---	---	39	Medical Asepsis Domain	Cotton Ball; Waste Basket
39. Make patient comfortable and safe	---	---	40	Patient Comfort & Safety Domain	
40. Gather up all items to be taken from patient's room	---	---	41		
41. Return medication, medication tray and supplies to proper place, clean and store.	---	---	42	Disposing of Wastes	
42. Chart instillation of eye medication and any observation made before, during and after instillation	---	---	EOT	Charting Medications	Chart Back, Chart Forms
43. Check with your superior for clarification	---	---	44	Chain of Command	
44. Are you to proceed with instillation of eye medication?	4	EOT	---		
45. Are you qualified to administer the medication as ordered?	46	47	---		

Instill Liquid Eye Medication

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
46. Proceed with medication administration according to proper methods required	---	---	EOT	Methods of Administering Medication	
47. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
48. Are you qualified to perform other procedures to be done in connection with eye instillation?	49	47	---		
49. Perform other procedures as indicated, according to proper method(s)	---	---	6		
50. Is medication being kept in the patient's room?	51	43	---	Storage of Eye Medication	
51. Proceed to patient's room and verify that you have the medication and supplies needed for the instillation	---	---	52		
52. Do you have everything you need for the instillation?	16	53	---		
53. Procure necessary items for instillation	---	---	16	Facility Policies	
54. Inform superior of incorrect medication	---	---	55		
55. Are you to make exchange with the pharmacist?	56	EOT	--	Medication Responsibilities	
56. Make necessary exchange to obtain correct medication	---	---	11		
57. Is medication to be instilled an ointment?	58	43	---	Types of Eye Medication	
58. Procure and instill medication according to methods for eye ointments	---	---	EOT	Instill Eye Ointment	Eye Ointment
59. Procure a sterile medicine dropper and place on medication tray	---	---	13		Sterile Eye Dropper

Instill Liquid Eye Medication

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
60. Is patient close at hand or able to be taken to assigned unit?	61	62	---		
61. Return patient or have returned to assigned unit	---	---	18	Transporting Patients	
62. Should patient have medication where he/she is at present?	63	65	---		
63. Are you to go to area or take medication to area where patient is and instill medication?	64	65	---		
64. Go to area where patient is and proceed with instillation	---	---	18		
65. Return medication to storage area and store or dispose of as indicated	---	---	66	Medication Storage	
66. Chart inability to perform task	---	---	EOT	Charting Medications	Chart Back, Chart Forms
67. Are you qualified to perform isolation technique?	68	47	---		
68. Proceed with task employing proper isolation technique	---	---	18	Isolation Technique Domain	
69. Employ techniques used for patient with whom you cannot communicate	---	---	21	Patient Communication Domain	
70. Employ techniques for resistive patient	---	---	22	Techniques For Resistive Patient	
71. Administer necessary care as indicated	---	---	23		
72. Place patient in dorsal recumbent position in bed or sitting position in chair according to desires and/or capabilities	---	---	24	Position Patients Domain	Bed; Chair

Instill Liquid Eye Medication

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
73. Adjust bed to accomodate your height or position patient's chair so you will not have to strain on your back	---	---	25	Body Mechanics	
74. Position yourself behind the patient's chair and support head with your body	---	---	31		
75. Draw up more medication into eye dropper as perscribed	---	---	32		
76. Place thumb over the inner cannula (canthus) of the eye and hold there for approximately a minute to prevent medication from getting into tear duct	---	---	38		

TASK ANALYSIS GUIDE

I. Task Statement: Instill Eye Ointment

II. Task Performance Cues: Physician's Order - Standing, Routine or Stat
Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order sheet for verification of the medication dosage, mode of administration, time of administration and area of instillation.	---	---	2	Principles of Doctor's Orders	Chart Back, Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	42	3	---		
3. Is the medication to be instilled into the eye?	4	44	---	Principles of Medication Administration	
4. At the appropriate time proceed to prepare eye medication.	---	---	5		
5. Are there other procedures to be done for the patient in connection with the instillation of the eye medication?	47	6	---		
6. Is the medication being kept in the medication room or cabinet?	7	49	---	Eye Medication Storage	

Instill Eye Ointment

TASK ELEMENTS	Decision		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
7. Go to medication area and unlock	---	---	8	Medication Storage	Keys, Medication Storage Facilities
8. Wash hands in adjacent facilities	---	---	9	Medical Asepsis Domain	Handwashing Facilit
9. Obtain eye medication and verify with doctor's orders	---	---	10	Principles of Medications Methods of Packaging eye medications	Kardex and Medicati Cards
10. Is it the correct medication?	11	53	---	Medication Dosages	
11. Is medication to be instilled an eye ointment?	12	56	--		
12. Check container to make certain ointment is an Ophthalmic ointment	---	---	13		Eye Ointment
13. Place eye medication on medication tray and secure medication area	---	---	14		Medication Tray
14. Obtain clean cotton balls or tissues and place on medication tray	---	---	15	Principles of Eye Medication Instillation	Cotton Balls, Tissu
15. Take medication tray with eye medication and supplies to patient's assigned unit	---	---	16	Principles of Medication Transportation	
16. Is patient in assigned unit?	17	58	--	Patient's Unit	Bed, Side Rail,Chai Overbed Table, Patient
17. Is patient in isolation?	65	18	---	The Isolation Unit	
18. Establish patient's identity (by name band or given method of agency)	---	---	19	Patient Identification Methods	Name Band, Bed/Wall Name Plate
19. Are you able to communicate with patient verbally or non-verbally?	20	67	---		
20. Explain to patient the task you are going to perform	---	---	21	Patient Communication Domain	Note Pad, Pencil

Instill Eye Ointment

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
21. Is patient resistive to task?	68	22	---		
22. Does patient have any prior need(s) that should be taken care of before medication is instilled?	69	23	---	Patient's Priority of Needs	
23. Is patient in proper position for instillation of eye medication?	24	70	--	Positioning Patients	
24. Is patient's bed or chair in proper position for you to maintain proper body mechanics during instillation?	25	71	---	Principles of Body Mechanics	Bed, Chair
25. Verify medication, dosage, time, method, mode of administration and side of instillation	---	---	26	Five Rights of Medication Administration	Medication Cards, Kardex
26. Is medication to be instilled an eye ointment?	27	56	---		Eye Ointment
27. Remove cap from tube, invert upward and lay on tray	---	---	28	Rules For Preparing Eye Medication	
28. Is patient in bed?	29	72	---		Patient/Mannequin
29. Position yourself at the side of the bed near the patient's head	---	---	30	Rules For Instilling Eye Medication	
30. Ask patient to look upward	---	---	31		
31. Pull down lower lid of eye in which medication is to be instilled with hand that will not be holding medication tube	---	---	32		
32. Pick up eye ointment tube and instill a thin ribbon of ointment along the entire length of the extended lower lid - from inner cannula to outside edge	---	---	33		

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
33. When finshed, twist tube with a lateral movement of the wrist to stop flow of ointment	---	---	34		
34. Recap the tube of ointment and lay tube on tray	---	---	35	Sterile Asepsis	
35. Ask patient to close eye gently (or close for patient)	---	---	36		
36. Is medication of a poisionous composition?	73	37	---	Eye Medication Effects	
37. Gently remove any excess medication from eye lid with cotton ball or tissue and discard same	---	---	38	Medical Asepsis Domain	Waste Basket
38. Make patient comforatble and safe	---	---	39	Patient Comfort & Safety Domain	
39. Gather up all items to be taken from patient's room	---	---	40		
40. Return medication, medication tray and supplies to proper place, clean and store	---	---	41	Disposing of Wastes	
41. Chart instillation of eye medication and any observation made before, during and after instillation	---	---	EOT	Charting Medications	Chart Back, Chart Forms
42. Check with your superior for clarification	---	---	43	Chain of Command	
43. Are you to proceed with instillation of eye medication?	4	EOT	---		
44. Are you qualified to administer the medication as ordered?	45	46	---		
45. Proceed with medication administration according to proper methods required	---	---	EOT	Methods of Administering Medications	

Instill Eye Ointment

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
46. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
47. Are you qualified to perform other procedures to be done in connection with eye instillation?	48	46	---		
48. Perform other procedures as indicated according to proper methods	---	---	6		
49. Is medication being kept in the patient's room?	50	42	---	Storage of Eye Medication	
50. Proceed to patient's room and verify that you have the medication and supplies needed for the instillation	---	---	51		
51. Do you have every thing you need for the instillation?	16	52	---		
52. Procure necessary items for instillation	---	---	16	Facility Policies	
53. Inform superior of incorrect medication	---	---	54		
54. Are you to make exchange with the pharmacist?	55	EOT	--	Medication Responsibilities	
55. Make necessary exchange to obtain correct medication	---	---	11		
56. Is medication to be instilled a liquid eye medication?	57	42	---	Types of Eye Medication	
57. Procure and instill medication according to methods for liquid eye medication	---	---	EOT	Instill Liquid Eye Medication	Liquid Eye Medication
58. Is patient close at hand or able to be taken to assigned unit?	59	60	---		

Instill Eye Ointment

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
59. Return patient or have returned to assigned unit	---	---	18		
60. Should patient have medication where he/she is at present?	61	63	---		
61. Are you to go to area or take medication to area where patient is and instill medication?	62	63	---		
62. Go to area where patient is and proceed with instillation	---	---	18		
63. Return medication to storage area and store or dispose of as indicated	---	----	64	Medication Storage	
64. Chart inability to perform task	---	---	EOT	Charting Medication	Chart Book, Chart Forms
65. Are you qualified to perform isolation technique?	66	46	---		
66. Proceed with task employing proper isolation technique	---	---	18	Isolation Technique Domain	
67. Employ techniques used for patient with whom you cannot communicate	---	---	21	Patient Communication Domain	
68. Employ techniques for resistive patient	---	---	22	Techniques for Resistive Patient	
69. Administer necessary care as indicated	---	---	23		
70. Place patient in dorsal recumbent position in bed or sitting position in chair according to desires and/or capabilities	---	---	24	Position Patients Domain	
71. Adjust bed to accomodate your height or position patient's chair do you will not have a strain on your back	---	---	25	Body Mechanics	

Instill Eye Ointment

TASK ELEMENTS	Decisions Yes	 No	Go to Step	Learning Content	Tools, References, Work Aids
72. Position yourself behind the patient's chair and support head with your body	---	---	30		
73. Place thumb over the inner cannula (canthus) of the eye and hold there for approximately a minute to prevent medication from getting into tear duct	---	---	37		

TASK ANALYSIS GUIDE

I. Task Statement: Instill Ear Medication For A Patient

II. Task Performance Cues: Physician's Order - Standing, Routine or Stat
Best Method of Administration

III. Task Performance Procedures:

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order sheet for verification of the medication dosage, mode of administration, time of administration and area of instillation.	---	---	2	Principles of Doctor's Orders	Chart Back, Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	45	3	---		
3. Is the medication to be instilled into the ear	4	47	---	Principles of Medication Administration	
4. At the appropriate time proceed to prepare ear medication.	----	----	5		
5. Are there other procedures to be done for the patient in connection with the instillation of the ear medication?	50	6	---		
6. Is the medication being kept in the medication room or cabinet?	7	52	---	Ear Medication Storage	

Instill Ear Medication For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
7. Go to medication area and unlock	---	---	8	Medication Storage	Keys, Medication Storage Facilities
8. Wash hands in adjacent facilities	---	---	9	Medical Asepsis Domain	Handwashing Faciliti
9. Obtain ear medication and verify with doctor's orders	---	---	10	Principles of Medications Methods of Packaging Ear Medications	Kardex and Medicati Cards
10. Is it the correct medication?	11	56	---	Medication Dosages	
11. Is there an ear dropper with the bottle of medication?	12	59	---		Ear Dropper
12. Place ear medication on medicine tray and secure medication area	---	---	13		Medication Tray
13. Obtain clean cotton balls and tissues and place on medication tray	---	---	14	Principles of Ear Medication Instillation	Cotton Balls, Tissue
14. Take medication tray with ear medication to patient's assigned unit	---	---	15	Principles of Medication Transportation	
15. Is patient in assigned unit?	16	60	---	Patient's Unit	Bed, Side Rail, Chai Overbed Table, Patie
16. Is patient in isolation?	67	17	---	The Isolation Unit	
17. Established patient's identity (by name band or given method for agency)	---	---	18	Patient Identification Methods	Name Band, Bed/ Wall Name Plate
18. Are you able to communicate with patient verbally or non-verbally?	19	69	---		
19. Explain to patient the task you are going to perform	---	---	20	Patient Communication Domain	Note Pad, Pencil

Instill Ear Medication For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
19. Explain to patient the task you are going to perform	---	---	20	Patient Communication Domain	Note Pad, Pencil
20. Is patient resistive to the task?	70	21	---		
21. Does patient have any prior need(s) that should be taken care of before medication is instilled?	71	22	---	Patient's Priority of Needs	
22. Is patient in proper position for instillation of ear medication?	23	72	---	Positioning Patients	
23. Is patient's bed or chair in proper position for you to maintain proper body mechanics while instilling medication?	24	80	---	Principles of Body Mechanics	
24. Verify medication dosage, time mode of adminestration and site of instillation	---	---	25	Five Rights of Medication Administration	Medication Cards Kardex
25. Is medication dropper in the medication bottle?	26	81	---		Ear Medication With Ear Dropper
26. Is patient in bed?	82	27	---		
27. Position patient-setting upright in chair	---	---	28	Rules For Instilling Ear Medication	
28. Adjust the light for ear being medicated (or position patient for adequate window light) so that there is good visualization of ear canal	---	---	29		
29. Verify medication, dosage, time and mode of administration	---	---	30	Five Rights of Medication Administration	Medication Cards; Kardex
30. Pinch rubber bulb of medicine dropper and draw up prescribed amount of medication into ear dropper	---	---	31	Rules For Preparing Ear Medication	

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
31. Is patient an adult?	32	83	---		Mannequin
32. With opposite hand that will be used to instill medication grasp upper portion of outer ear between index and middle fingers	---	---	33		
33. Straighten the auditory canal by gently pulling outer ear upward and backward-hold in that position	---	---	34		
34. With dominant hand, position tip of ear dropper just slightly into the opening-tip dropper upward and toward inner ear canal	---	---	35		
35. Gently and slowly instill prescribed amount of medication into ear canal by pressing on bulb of ear dropper	---	---	36		
36. Is more than one dropperful of medication needed?	84	37	---		
37. Return the dropper to the medication bottle	---	---	38		
38. Did you accidently touch the ear dropper while returning it?	85	39	---	Surgical Asepsis Domain	
39. Take a cotton ball and gently place it in front of opening to ear canal (to keep medication from escaping; Do Not prevent ear from draining)	---	---	40		Cotton Ball
40. Take tissue and wipe any excess medication from surface of outer ear or patient's neck and discard	---	---	41	Medical Asepsis Domain	Tissues, Waste Basket

Instill Ear Medication For A Patient

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
41. Make patient comfortable and safe	---	---	42	Patient Comfort & Safety Domain	
42. Gather up all items to be taken from patient's room	---	---	43		
43. Return medication, medication tray and supplies to proper place, clean and store	---	---	44	Disposing of Wastes	
44. Chart instillation of ear medication and any observations made before, during or after instillation	---	---	EOT	Charting Medications	Chart Back, Chart Forms
45. Check with your superior for clarification	---	---	46	Chain of Command	
46. Are you to proceed with instillation of ear medication?	4	EOT	---		
47. Are you qualified to administer the medication as ordered?	48	49	---		
48. Proceed with medication administration according to proper methods required	---	---	EOT	Methods of Administering Medications	
49. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
50. Are you qualified to perform other procedures to be done in connection with ear instillation?	51	49	---		
51. Perform other procedures, as indicated, according to proper method(s)	---	---	6		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
52. Is medication being kept in the patient's room?	53	45	---	Storage of Ear Medication	
53. Proceed to patient's room and verify that you have the medication and supplies needed for the instillation	---	---	54		
54. Do you have everything you need for the instillation?	15	55	---		
55. Procure necessary items for the instillation	---	---	15	Facility Policies	
56. Inform superior of incorrect ear medication	---	----	57		
57. Are you to make exchange with pharmacist?	58	EOT	---	Medication Responsibilities	
58. Make necessary exchange to obtain correct medication	---	---	11		
59. Procure a sterile medicine dropper and place on medication tray	---	---	12	Surgical Asepsis	Sterile Medicine Dropper
60. Is patient close at hand or able to be taken to assigned unit?	61	62	---		
61. Return patient or have returned to assigned unit	---	---	17	Transporting Patient	
62. Should patient have medication where he/she is at present?	63	65	---		
63. Are you to go to area or take medication to area where patient is and instill medication?	64	65	---		
64. Go to area where patient is and proceed with instillation	---	---	17		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
65. Return medication to storage area and store or dispose of as indicated	---	---	66	Medication Storage	
66. Chart inability to perform task	---	---	EOT	Charting Medications	Chart Back,Chart Forms
67. Are you qualified to perform isolation technique?	8	49	---		
68. Proceed with task employing proper isolation technique	---	---	17	Isolation Technique Domain	
69. Employ techniques used for patient with whom you cannot communicate	---	---	20	Patient Communication Domain	
70. Employ techniques for resistive patient	---	---	21	Techniques For Resistive Patients	
71. Administer necessary care as indicated	--	---	22		
72. Is patient able to be placed in a chair in a sitting position?	73	74	---	Rules For Instilling Ear Medication	
73. Place patient in chair in sitting position (restrain if indicated)	---	---	23		Chair
74. Is patient able to be rolled to a sitting position in bed?	75	76	---		
75. Roll patient up to sitting position	---	---	23	Positioning Patients	Gatch Frame Bed
76. Is patient able to be turned on side oppsite from which medication is to be instilled?	77	78	---		
77. Position patient on opposite side from instillation site	---	---	23	Positioning Patients	
78. Check with superior for clarification	---	---	79	Chain of Command	

Instill Ear Medication For A Patient

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
79. Are you to proceed with instillation?	23	EOT	---		
80. Position patient's bed or chair so that you are able to maintain proper body mechanics during task	---	---	24	Body Mechanics Unit	
81. Procure a sterile medicine dropper	---	---	26		Sterile Medicine Dropper
82. Position according to steps 74-79	---	---	28		
83. Straighten the auditory canal (of a child) by gently pulling the ear lobe down and backwards	---	---	32	Rules for Instilling Ear Medications	Mannequin
84. Continue to draw up medication and instill until prescribed amount of medication is given	---	---	37		
85. Discard ear dropper and replace with sterile one when task completed	---	---	39		

TASK ANALYSIS GUIDE

I. **Task Statement:** Instill Nasal Medication By Dropper

II. **Task Performance Cues:** Physician's Order - Standing, Routine or Stat
Best Method of Administration

III. **Task Performance Procedures:**

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order sheet for verification of the medication dosage, mode of administration, time of administration and area of instillation.	---	---	2	Principles of Doctor's Orders	Chart Back Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	46	3	---		
3. Is the medication to be instilled into the nose	4	48	---	Principles of Medication Administration	
4. At the appropriate time proceed to prepare nose medication.	---	---	5		
5. Are there other procedures to be done for the patient in connection with the instillation of the nose medication?	51	6	---		
6. Is the medication being kept in the medication room or cabinet?	7	53	---	Nasal Medication Storage	

Instill Nasal Medication By Dropper

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
7. Go to medication area and unlock	---	---	8	Medication Storage	Keys, Medication Storage Facilities
8. Wash hands in adjacent facilities	---	---	9	Medical Asepsis Domain	Handwashing Faciliti
9. Obtain nasal medication and verify with doctor's orders	---	---	10	Principles of Medications Methods of Packaging nasal medications	Kardex and Medicatic Cards
10. Is it the correct medication?	11	57	---		
11. Is medication to be instilled by medicine dropper?	12	60	---	Forms of Nasal Medication	Nasal Medication
12. Is there a medicine dropper with the medication bottle?	13	61	---		Medicine Dropper
13. Place nasal medication on medicine tray and secure medication storage area	---	---	14		Medication Tray
14. Obtain tissues or hand towel and place on medicine tray	---	---	15	Principles of Instilling Nasal Medication	Tissues; Hand Towel
15. Take medication tray with nasal medication and supplies to patient's assigned unit	---	---	16	Principles of Medication Transportation	
16. Is patient in assigned unit?	17	62	---	Patient's Unit	Bed, Side Rail, Chair, Overbed Table, Patient
17. Is patient in isolation?	69	18	---	The Isolation Unit	
18. Establish patient's identity (by name band or given method for agency)	---	---	19	Patient Identification Methods	Name Band, Bed/ Wall Name Plate
19. Are you able to communicate with patient verbally or non-verbally?	20	71	---		

654

655

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
20. Explain to patient the task you are going to perform	---	---	21	Patient Communication Domain	Note Pad, Pencil
21. Is patient resistive to task?	72	22	---		
22. Does patient have any prior need(s) that should be taken care of before medication is instilled?	73	23	---	Patient's Priority of Needs	
23. Is patient in bed?	24	74	---		
24. Place patient in dorsal recumbent position	---	---	25	Rules For Instilling Nasal Medication	
25. Place pillow under shoulders so that patient's head drops backward or have patient move to edge of bed so that head drops backward	---	---	26		
26. Verify medication, dosage, time, mode and site of instillation	---	---	27	Five Rights of Medication Administration	Medication Card, Kardex
27. Is medicine dropper in bottle?	28	77	---		Nasal Medication with Dropper
28. Is medication being instilled for treatment of the nasal passageway or front sinuses?	29	78	---	Areas of Nasal Instillation	
29. Place or have patient turn head sideways so that nostril to be instilled will be facing that direction (i.e. left nostril being medicated-head should be turned to left).	---	---	30	Rules for Instilling Nasal Medication	Mannequin
30. Pinch the rubber bulb of the medicine dropper and draw up the prescribed amount of medication into nose dropper	---	---	31		
31. Steady or support the patient's head, if necessary, with opposite hand that will be used to instill medication	---	---	32		

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
32. With dominant hand, hold medicine dropper slightly above indicated nostril at approximately a 75° angle, making certain that the tip of the dropper is directed toward the middle portion of the upper nose. DO NOT touch the nasal surface with the dropper	---	---	33		
33. Gently and slowly instill prescribed amount of medication into nostril by pressing on bulb of nasal dropper.	---	---	34		
34. Withdraw the medicine dropper.	---	---	35		
35. Is more than one dropperful of medication needed?	79	36	---		
36. Is the other nostril to be medicated?	80	37	---		
37. Is there excess medication in the medicine dropper?	81	38	---		
38. Return the dropper to the medication bottle and secure it.	---	---	39		
39. Did you accidently touch the dropper while returning it?	82	40	---	Surgical Asepsis	
40. Take a tissue or hand towel and dry the patient's nose.	---	---	41		
41. Reposition the patient to make comfortable and safe, but leave flat 5-10 min.	---	---	42	Safety and Comfort Domain	
42. Gather up all items to be taken from patient's room	---	---	43		
43. Return medication, medication tray and supplies to proper place, clean and store	---	---	44	Disposing of Waste	

Instill Nasal Medication By Dropper

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
44. Chart instillation of nasal medication and any observations made before, during and after instillation	---	---	45	Charting Medications	Chart Back, Chart Form
45. Return to patient's unit and assist or place patient in desired or required position.	---	---	EOT	Position Patient's Domain	
46. Check with your superior for clarification.	---	---	47	Chain of Command	
47. Are you to proceed with instillation of nasal medication?	48	EOT	---		
48. Are you qualified to administer the medication as ordered?	49	50	---	Methods of Administering Medications	
49. Proceed with medication administration according to proper methods required	---	---	3		
50. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
51. Are you qualified to perform other procedures to be done in connection with nasal instillation?	52	50	---		
52. Perform other procedures, as indicated, according to proper method(s).	---	---	6		
53. Is medication being kept in the patient's room?	54	46	---	Storage of Nasal Medication	
54. Proceed to patient's room and verify that you have the medication and supplies needed for the instillation.	---	---	55		
55. Do you have everything you need for the instillation?	16	56	---		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
56. Procure necessary items for the instillation	---	---	16	Facility Policies	
57. Inform superior of incorrect nasal medication	---	---	58		
58. Are you to make exchange with the pharmacist?	59	EOT	---	Medication Responsibilities	
59. Make necessary exchange to obtain correct medication	---	---	11		
60. Is medication to be instilled by inhaler or atomizer?	13	46	---	Types of Nasal Medication	
61. Procure a sterile medicine dropper and place on medication tray	---	---	13		Sterile Medicine Dropper
62. Is patient close at hand or able to be taken to assigned unit?	63	64	---		
63. Return patient or have returned to assigned unit.	---	---	18	Transporting Patients	
64. Should patient have medication where he/she is at present?	65	67	---		
65. Are you to go to area or take medication to area where patient is and instill medication?	66	67	---		
66. Go to area where patient is, with necessary medication and supplies, and proceed with instillation	---	---	18		
67. Return medication to storage area and store or dispose of as indicated	---	---	68	Medication Storage	
68. Chart inability to perform task	---	---	EOT	Charting Medications	Chart back, Chart Forms

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
69. Are you qualified to perform isolation technique?	70	50	---		
70. Proceed with task employing proper isolation technique.	---	---	18	Isolation Technique Domain	
71. Employ techniques used for patient with whom you cannot communicate	---	---	21	Patient Communications Domain	
72. Employ techniques for resistive patient	---	---	22	Techniques For Resistive Patient	
73. Administer necessary care as indicated	---	---	23	Patient Priorities	
74. Ask patient to get into bed or assist patient to bed	---	---	75	Ambulating Patients Domain	Gatch- frame Bed
75. Is medication to be instilled by inhaler or atomizer?	76	46	---	Forms of Nasal Medication	Nasal Inhaler/Atomizer
76. Position patient and proceed with instillation by inhaler or atomizer method	---	---	40	Instill Nasal Medication by Inhaler	
77. Procure a sterile medicine dropper	---	---	28		
78. Place or have patient place head in upward position, so that the patient is looking at the ceiling.	---	---	30	Rules For Instilling Nasal Medication	
79. Continue to draw up medication and instill untill prescribed amount of medication is given	---	---	36		
80. Position head so that opposite nostril is toward that shoulder.	---	---	37		
81. Squeeze out any unused medication left in the dropper into a designated container of tissue.	---	---	39	Surgical Asepsis	

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
82. Did you place nose dropper into medication bottle?	84	83	---		
83. Discard nose dropper and replace with sterile one when task completed	---	---	40	Surgical Asepsis	
84. Discard medication and order a fresh supply for the patient when task completed	---	---	40		

TASK ANALYSIS GUIDE

I. **Task Statement:**

Instill Nasal Medication By Inhaler

II. **Task Performance Cues:** Physician's Order - Standing, Routine or Stat
Best Method of Administration

III. **Task Performance Procedures:**

A. When a decision must be made, indicate alternatives as "yes-no" answers to questions.

B. List performance steps by most frequently occurring sequence.

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
1. Check the patient's chart for doctor's order sheet for verification of the medication dosage, mode of administration, time of administration and area of instillation.	---	---	2	Principles of Doctor's Orders	Chart Back, Doctor's Order Sheet
2. Is there any part of the medication order you do not understand?	36	3			
3. Is the medication to be instilled into the nose	4	38	---	Principles of Medication Administration	
4. At the appropriate time proceed to prepare nose medication.	---	---	5		
5. Are there other procedures to be done for the patient in connection with the instillation of the nose medication?	41	6	---		
6. Is the medication being kept in the medication room or cabinet?	7	43	---	Nasal Medication Storage	

Instill Nasal Medication By Inhaler

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
7. Go to medication area and unlock	---	---	8	Medication Storage	Keys, Medication Storage Facilities
8. Wash hands in adjacent facilities	---	---	9	Medical Asepsis Domain	Handwashing Faciliti
9. Obtain nose medication and verify with doctor's orders	---	---	10	Principles of Medications Methods of Packaging Nasal Medications	Kardex and Medicatic Cards
10. Is it the correct medication?	11	47	---	Medication Dosages	
11. Is medication to be instilled by inhaler or atomizer?	12	50	---	Forms of Nasal Medication	Inhaler or Atomizer
12. Place nasal medication on medicine tray and secure medication storage area	---	---	13		Medication Tray
13. Obtain tissues or hand towel and place on medicine tray	---	---	14	Principles of Instilling Nasal Medication	Tissue; Hand Towel
14. Take medication tray with nasal medication and supplies to patient's assigned unit	---	---	15	Principles of Medication Transportation	
15. Is patient in assigned unit?	16	52	---	Patient's Unit	Bed, Side Rail, Chair, Overbed Tabl Patient
16. Is patient in isolation?	59	17	---	The Isolation Unit	
17. Establish patient's identity (by name band or given method for agency.)	---	---	18	Patient Identification Methods	Name Band, Bed/Wall Name Plate
18. Are you able to communicate with patient verbally or non-verbally?	19	61	---		
19. Explain to patient the task you are going to perform.	---	---	20	Patient Communication Domain	
20. Is patient resistive to the task?	62	21	---		

Instill Nasal Medication By Inhaler

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
21. Does patient have any prior need(s) that should be taken care of before medication is instilled	63	22	---	Patient's Priority of Needs	
22. Is patient in bed?	23	64	---		
23. Place patient on back, head elevated	---	---	24	Rules For Instilling Nasal Medication	
24. Verify medication, dosage, time, method and mode of administration	---	---	25	Five Rights of Medication Administration	Medication Card, Kardex
25. Insert the inhaler or atomizer into designated nostril and gently close the other nostril by pressing it toward the center bone.	---	---	26	Rules For Instilling Nasal Medications	Mannequin
26. For inhaler, just hold in position. For atomizer, hold in position and compress it at least twice (unless otherwise ordered).	---	---	27		
27. Ask the patient to take several deep breaths through the open nostril with mouth open	---	---	28		
28. Wait 30-60 seconds and repeat steps 26-27	---	---	29		
29. Medicate opposite nostril, if indicated, and replace cap.	---	---	30		
30. Take a tissue or hand towel and dry the patient's nose	---	---	31		
31. Reposition the patient to make comfortable and safe, but leave flat 5-10 minutes	---	---	32	Safety and Comfort Domain	
32. Gather up all items to be taken from patient's room	---	---	33		
33. Return medication, medication tray and supplies to proper place clean and store	---	---	34	Disposing of Waste	

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
34. Chart instillation of nasal medication and any observations made before, during or after instillation	---	---	35	Charting Medications	Chart Back, Chart Forms
35. Return to patient's unit and assist or place patient in desired or required position	---	---	EOT	Position Patient's Domain	
36. Check with your superior for clarification	---	---	37	Chain of Command	
37. Are you to proceed with instillation of nasal medication?	38	EOT	---		
38. Are you qualified to administer the medication as ordered?	39	40	---	Methods of Administering Medication	
39. Proceed with medication administration according to proper methods required.	---	---	3		
40. Inform superior of inability to perform task	---	---	EOT	Chain of Command	
41. Are you qualified to perform other procedures to be done in connection with nasal instillation?	42	40	---		
42. Perform other procedures, as indicated, according to proper method(s)	---	---	6		
43. Is medication being kept in the patient's room?	44	36	---	Storage of Nasal Medication	
44. Proceed to patient's room and verify that you have the medication and supplies needed for the instillation	---	---	45		
45. Do you have everything you need for the instillation?	15	46	---		
46. Procure necessary items for the instillation	---	---	15	Facility Policies	

Instill Nasal Medication By Inhaler

TASK ELEMENTS	Decisions Yes	Decisions No	Go to Step	Learning Content	Tools, References, Work Aids
47. Inform superior of incorrect nasal medication	---	---	48		
48. Are you to make exchange with the pharmacist?	49	EOT	---	Medication Responsibilities	
49. Make necessary exchange to obtain correct medication	---	---	11		
50. Is medication to be instilled by medicine dropper?	51	36	---		
51. Position patient and proceed with instillation by medicine dropper	---	---	30	Instill Nasal Medication By Dropper	Nasal Medication With Dropper
52. Is patient close at hand or able to be taken to assigned unit?	53	54	---		
53. Return patient or have returned to assigned unit	---	---	17	Transporting Patients	
54. Should patient have medication where he/she is at present?	55	57	---		
55. Are you to go to area or take medication to area where patient is and instill medication?	56	57	---		
56. Go to area where patient is, with necessary medication, and supplies, and proceed with instillation	---	---	17		
57. Return medication to storage area and store or dispose of as indicated	---	---	58	Medication Storage	
58. Chart inability to perform task	---	---	EOT	Charting Medications	Chart Back, Chart Forms
59. Are you qualified to perform isolation technique?	60	40	---		

TASK ELEMENTS	Decisions		Go to Step	Learning Content	Tools, References, Work Aids
	Yes	No			
60. Proceed with task employing proper isolation technique	---	---	17	Isolation Technique Domain	
61. Employ techniques used for patient with whom you cannot communicate	---	---	20	Patient Communication Domain	
62. Employ techniques for resistive patient	---	---	21	Techniques For Resistive Patient	
63. Administer necessary care as indicated	---	---	22	Patient Priorities	
64. Have patient sit in chair with head up	---	---	65	Rules For Instilling Nasal Medication	
65. Perform steps #24-30	---	---	66		
66. Have patient remain quiet for 5-10 minutes	---	---	32		

COMMON SUB TASKS FOR

DOMAIN

INSTILL MEDICATIONS FOR A PATIENT

Instill Liquid Eye Medication	Instill Eye Ointment	Instill Liquid Ear Medication	Instill Nasal Medication By Dropper	Instill Nasal Medication By Inhaler
1. Verify Orders (1,2,3,44,45,51)	1. (1,2,3,43,44)	1. (1,2,3,46,47)	1. (1,2,3,47,48)	1. (1,2,3,37,38)
2. Pre-Prepare Meds (4,5,6,7,48,50)	2. (4,5,6,7,49)	2. (4,5,6,7,)	2. (4,5,6,7,51)	2. (4,5,6,7,43)
3. Wash Hands (8)	3. (8)	3. (8)	3. (8)	3. (8)
4. Select Meds & Supplies (9,10,11,12,13,14, 52,53,55,56,58.59)	4. (9,10,11,12,13,14, 50,51,52,54,55)	4. (9,10,11,12,13,52, 53,54,55,57,58,59,81)	4. (9,10,11,12,13,14, 53,54,55,56,58,59 60,61,77)	4. (9,10,11,12,13,50, 44,45,46,48,49)
5. Transport Meds (15,41,64,65)	5. (15,40,62,63)	5. (14,43,64,65)	5. (15,66,67)	5. (14,33,56,57)
6. Locate & Identify Patient (16,17,18,60,61,62, 63,67)	6. (16,17,18,58,59,60, 61)	6. (15,16,17,60,61,62, 63,67)	6. (16,17,18,62,63,64, 65,69)	6. (15,16,17,52,53, 54,55,59)
7. Prepare Patient (19,20,21,22,23,24, 29,69,70,71,72,73, 74)	7. (19,20,21,22,23,24, 28,67,68,69,70,71)	7. (18,19,20,21,22,23, 69,70,71,72,73,74, 75,76,77,80,82)	7. (19,20,21,22,23,24 25,71,72,73,74,76)	7. (18,19,20,21,22,23, 51,61,62,63,64)
8. Final Verification/Preparation (25,26,27,57)	8. (25,26,27,56)	8. (24.25,26,27,28,29 79)	8.(26,27,28,75,78)	8.(24,50,51)

COMMON SUB TASKS FOR

DOMAIN
INSTILL MEDICATIONS FOR A PATIENT (cont'd)

Instill Liquid Eye Medication	Instill Eye Ointment	Instill Liquid Ear Medication	Instill Nasal Medication By Dropper	Instill Nasal Medication By Inhaler
9. Instillation (28,30,31,32,33 34,35,36,37,38,46 58,68,75,76)	9. (29,30,31,32,33, 34,35,36,37,45,57, 62,65,66,72,73)	9. (30,31,32,33,34,35, 36,37,39,40,48,64,68, 83,84)	9. (29,30,31,32,33,34 35,36,37,38,39,40 49,70,79,80,81)	9. (25,26,27,28,29, 30,39,60,65)
10. Other Procedures (48,49)	10. (47,48)	10. (50,51)	10. (51,52)	10. (41,42)
11. Observation (42)	11. (41)	11. (44)	11. (44)	11. (34)
12. Patient Comfort & Safety (39)	12. (38)	12. (41)	12. (41,45)	12. (31,35,66)
13. Clean Up, Storage & Disposal (40,41)	13. (39,40,63)	13. (38,42,43,65,85)	13. (42,43,67,82,83,84)	13. (32,33,57)
14. Record/Report (42,43,47,54,66)	14. (41,42,46,53,64)	14. (44,45,49,56,66,78)	14. (44,46,50,57,68)	14. (34,36,40,47,58)

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis, Patient Communication; Positioning Patients; Body Mechanics: Ethics; Legal Responsibilities: Structure of Eye
Domain: Instill Medications For A Patient
Task: Instill Liquid eye medication
***Elements from task analysis**

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
1. Verify Orders * (1,2,3,44,45,51)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of Eye Medication a. body system (1) eye function b. special uses (1) antibiotics (2) anti-inflammatory	1. Check patient's chart for doctor's order 2. Establish mode of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare Meds * (4,5,6,7,48, 50)	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for Storing Eye Medications a. secure caps b. sterile dropper c. dark bottles d. squeeze tubes	1. Obtain the keys 2. Unlock medication area	
3. Wash Hands * (8)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. Perform medical aseptic techniques when preparing medication	

Task: Instill liquid eye medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
4. Select Meds. & Supplies *(9,10,11,12,13,14,52,53,55,56,58,59)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple-dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policies b. supplies (1) gloves (2) disposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of Eye Medication a. liquid b. ointment 2. Supplies for Eye Medication a. eye dropper b. cotton balls c. tissues	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order 4. Place medication on equipment for transport	1. Procure sterile medicine droppe and place on medication tray 2. Obtain clean cotton balls or tissues and place on medication tray

Task: Instill liquid eye medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
5. Transport Medication *(15,41,64,65)	1. Systems for dispensing medication a. kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/inserted f. site of application/insertion g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient *(16,17,18,60, 61,62,63,67)	1. Methods of establishing location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Ta Instill liquid eye medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
6. Locate & Identify Patient (cont'd)	2. Methods of Identifying patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Reason for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomodate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/refusal			
7. Prepare Patient *(19,20,21,22, 23,24,29,69,70, 71,72,73,74)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interperter (2) kin/friend	1. Positioning for eye instillation a. fowler's b. semi-fowler's c. prone d. chair	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1. Position patient in dorsal position in bed or setting position in chair according to desires and/or capabilities 2. Adjust bed to accommodate your height or position patient's chair and support head w/your body

Task:

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
7. Prepare Patient (cont'd)	3. Resistive patients a. persuasion methods (1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) hemorrhage (5) shock b. necessities (1) physical comfort (2) elimination (3) axieties 5. Positioning a. must be able to instill medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-isolation domain a. be qualified b. adapt accordingly			

Ta Instill liquid eye medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
8. Final Verification/ preparation *(25,26,27,57)	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for instillation (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1. Containers for eye medications a. dark bottle with eye droppers b. dark bottles without eye droppers 2. Rules for preparing eye medication a. maintain Asepsis b. use proper supplies	1. Make final verification of medication dosage, time & method of admisistration 2. Open medication container maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application insertion	
9. Instillation *(28,30,31,32, 33,34,35,36,37, 38,46,58,68,75, 76)	1. Rules for instilling medication a. comfort of patient b. visualization of area of medication c. quiet atmosphere d. proper consistency and/ or effectiveness of supplies e. surgical asepsis for equipment	1. Dosage of eye medication a. Apothecaries' b. metric c. household 2. Site of instillation a. right eye b. left eye c. both eyes 3. Removal of excess medication 4. Cautions with posionous substances	1. Position yourself near patient's head 2. Instill medication correctly for type 3. Maintain comfort of patient and quietness of area 4. Maintain proper lighting and visualization during instillation 5. Maintain proper asepsis during instillation	1. Draw up medication into eye dropper or prescribed 2. Pull down lower lid of eye to be medicated 3. Pressing on rubber bulb of dropper induce designated dosage of medicatio into center of lowe extended eye lid without touching dropper 4. Return eye dropp to bottle being careful not to contaminate

Task: Instill liquid eye medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
9. Cont'd				5. (cont'd Gently remove excess medication from eye lid with cotton balls or tissue. 6. Place thumb over inner cannula of eye and hold approximately one minute for poisnous substances
10. Other Procedures *(48,49)	1. Application of dressings a. type of dressing b. size of dressing c. supplies needed d. method of application		1. Apply appropriate dressings to area of instillation according to specified orders.	
11. Observation *(42)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells		1. Observe patient for effects from prior dosage of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration 5. Attain assistance, if needed, for effects from medication	

Task: Instill liquid eye medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
11. Observation (cont'd)	3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative b. two or more medications (1) addictive (2)antagonistic (3) interaction (4) summative (5) toxic			
12.Patient Comfort & Safety *(39)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)		1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	

Task: Instill liquid eye medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
13. Clean - Up Storage & Disposal *(40,41)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered	1. Storage of eye medication a. dark bottle b. ointments c. medicine droppers	1. Gather up all items to be taken from patient's room 2. Return medications, medication tray and supplies to proper place, clean and store	
14. Record/Report *(42,43,47,54, 66)	1. Chart medication administrated a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/ handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after	1. Effects of eye medications a. dilation b. constriction c. soothing d. anti-inflammatory	1. Chart medication administered and any observations made before during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

T: Instill liquid eye medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to task in the domain
14. (cont'd)	e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects			

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis: Patient Communication: Legal Responsibilities; Ethics: Body Mechanics: Positioning Patients: Structure of the Eye

Domain: Instill Medications For A Patient

Task: Instill eye ointment

*Elements from task analysis

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
1. Verify Orders *(1,2,3,43, 44)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of Eye Medication a. body system (1) eye function b. special uses (1) antibiotics (2) anti-inflammatory	1. Check patient's chart for doctor's order 2. Establish mode of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare Meds. *(4,5,6,7, 49)	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for storing eye medications a. secure caps b. sterile droppers c. dark bottles d. squeeze tubes	1. Obtain the keys 2. Unlock medication area	
3. Wash Hands *(8)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. Perform medical aseptic techniques when preparing medication	

Ta[illegible] Instill eye ointment

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
4. Select Meds & Supplies *(9,10,11,12, 13,14,50,51, 52,54,55)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple-dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policies b. supplies (1) gloves (2) disposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of Eye Medication a. liquid b. ointment 2. Supplies for eye medication a. eye dropper b. cotton balls c. tissues	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order 4. Place medication on equipment for transport	1. Check container to make certain ointment is opathalmic ointment 2. Obtain clean cotton balls or tissues and place or medication tray
706				707

Task: Instill eye ointment

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
5. Transport Meds *(15,40,62,63)	1. Systems for dispensing medication a. kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/ inserted f. site of application/ insertion g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient *(16,17,18, 58,59,60,61)	1. Methods of establishing location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Task Instill eye ointment

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
6. Locate & Identify Patient (cont'd)	2. Methods of Identifying patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Reason for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomodate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/refusal			
7. Prepare Patient *(19,20,21, 22,23,24,28, 67,68,69,70, 71)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interperter (2) kin/friend	1. Position for eye instillation a. fowler's b. semi-fowler's c. prone d. chair	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1. Position patient in dorsal position in bed or setting position in chair according to desires and/or capabilities 2. Adjust bed to accommodate your height or position patient's chair and support head w/body

Task: Instill eye ointment

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
7. (cont'd)	3. Resistive patients a. persuasion methods (1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) hemorrhage (5) shock b. necessities (1) physical comfort (2) elimination (3) axieties 5. Positioning a. must be able to instill medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-isolation domain a. be qualified b. adapt accordingly			

Tas Instill eye ointment

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
8. Final Verification/Preparation *(25,26,27,56)	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for instillation (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1. Rules for preparing eye medication a. ophthalmic ointment must be sterile	1. Make final verification of medication dosage, time & method of admisistration 2. Open medication container maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application insertion	1. Remove cap from tube, invert upward and lay on tray
9. Instillation *(29,30,31, 32,33,34,35, 36,37,45,57, 62,65,66,72, 73)	1. Rules for instilling medication a. comfort of patient b. visualization of area of medication c. quiet atmosphere d. proper consistency and/or effectiveness of supplies e. surgical asepsis for equipment	1. Dosage of eye medication a. apothecaries' b. metric c. household 2. Site of Instillation a. right eye b. left eye c. both eye 3. Removal of excess medication 4. Cautious with poisonous substances	1. Position yourself near patient's head 2. Instill medication correctly for type 3. Maintain comfort of patient and quietness of area 4. Maintain proper lighting and visualization during instillation 5. Maintain proper asepsis during instillation	1. Pull down lower lid of eye in which medication is to be instilled and hold open 2. With other hand pick up ointment tube and instill thin ribbon of ointment along entire length of extended lower lid- from inner cannula to outside edge 3. When finished, twist tube with lateral movement of wrist to stop flow of ointment 4. Replace tube, lay

Task: Instill eye ointment

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
9. (cont'd)				4. (cont'd) on tray. 5. Ask patient to close eye 6. Remove excess medication with cotton ball or tissu 7. Place thumb over inner cannula of eye and hold approximately a minute for posionous medication
10. Other Procedure *(47,48)	1. Application of dressings a. type of dressing b. size of dressing c. supplies needed d. method of application		1. Apply appropriate dressings to area of instillation according to specified orders.	
11. Observation *(41)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells		1. Observe patient for effects from prior dosage of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration. 5. Attain assistance, if needed, for effects from medication	

Tas   Instill eye ointment

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
11. Observation (cont'd)	3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative b. two or more medications (1) addictive (2) antagonistic (3) interaction (4) summative (5) toxic			
12. Patient Comfort & Safety *(38)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)		1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	

Task: Instill eye ointment

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
13. Clean Up, Storage & Disposal *(39,40,63)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered		1. Gather up all items to be taken from patient's room 2. Return medications, medication tray and supplies to proper place, clean and store	
14. Record/ Report *(41,42,46, 53,64)	1. Chart medication administrated a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/ handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after		1. Chart medication administered and any observations made before during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

Task Instill eye ointment

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
14. (cont'd)	e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects			

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Patient Communication: Legal Responsibilities: Ethics: Body Mechanics: Positioning Patients: Structures of the Ear
Domain: Instill Medications For A Patient
Task: Instill ear medication for a patient
*Elements from task analysis

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
1. Verify Orders *(1,2,3,4,46, 47)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of ear medication a. body system -(1) ear function b. special uses (1) antibiotics (2) anti-inflammatory	1. Check patient's chart for doctor's order 2. Establish mode of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare Meds *(4,5,6,7)	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for storing ear medications a. secure caps b. sterile droppers c. dark bottles	1. Obtain the keys 2. Unlock medication area	
3. Wash Hands *(8)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. Perform medical aseptic techniques when preparing medication	

Task: Instill ear medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
4. Select Meds & Supplies *(9,10,11,12, 13,52,53,54, 55,57,58,59, 81)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple-dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policies b. supplies (1) gloves (2) disposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of ear medication a. liquids 2. Supplies for ear medication a. ear dropper b. cotton balls c. tissue	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order 4. Place medication on equipment for transport	1. Procure sterile ear dropper if indicated and place on tray 2. Obtain clean cotton balls and tissues and place on medication tray

Task: Instill ear medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
5. Transport meds *(14,43,64,65)	1. Systems for dispensing medication a. kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/inserted f. site of application/insertion g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient *(15,16,17,60,61,62,63,67)	1. Methods of establishing location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Tas[illegible] Instill ear medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
6. Locate & Idendity Patient (cont'd)	2. Methods of Identifying patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Reason for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomodate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/refusal			
7. Prepare Patient *(18,19,20,21, 22,23,69,70,71, 72,73,74,75,76, 77,80,82)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interperter (2) kin/friend	1. Positioning Patient for ear instillation a. chair b. bed	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1. Place patient in chair in sitting position, if indicate 2. Place patient in setting position in bed if possible 3. If unable to sit up position patient on opposite sides from instillation site

Task: Instill ear medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
7. (cont'd)	3. Resistive patients a. persuasion methods (1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) hemorrhage (5) shock b. necessities (1) physical comfort (2) elimination (3) axieties 5. Positioning a. must be able to instill medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-isolation domain a. be qualified b. adapt accordingly			

Task: Instill ear medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
8. Final Verification/ Preparation *(24,25,26,27,28,29,79)	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for instillation (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1. Proper lighting a. adjustable lamp b. window light	1. Make final verification of medication dosage, time & method of admisistration 2. Open medication container maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application insertion	1. Adjust light for ears being medicated so there is good visualization of ear canal (position for adequate window light if possible)
9. Instillation *(30,31,32,33,34,35,36,37,39,40,48,64,68,83,84)	1. Rules for instilling medication a. comfort of patient b. visualization of area of medication c. quiet atmosphere d. proper consistency and/or effectiveness of supplies e. surgical asepsis for equipment	1. Dosage of ear medication a. apothecaries' b. metric c. household 2. Site of instillation a. right ear b. left ear c. both ears 3. Age of patient a. child b. adult 4. Maintaining medication in ear canal 5. Asepsis	1. Position yourself near patient's head 2. Instill medication correctly for type 3. Maintain comfort of patient and quietness of area 4. Maintain proper lighting and visualization during instillation 5. Maintain proper asepsis during instillation	1. Pinch rubber bulb of medicine dropper and draw up prescribed amount of medication 2. Grasp upper portion of outer ear between index and middle fingers 3. For adult, straighten auditory canal by gently, pulling up and back on outer ear; for child, pull earlobe down and backward- hold position

Task: Instill ear medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
9. (cont'd)				4. Instill prescribe medication gently & slowly into opening-tip dropper upward and toward inner canal 5. Return dropper to medication bottle 6. Gently place cotton balls in opening of ear canal-DO NOT prevent draining 7. Wipe excess medication from surface of outer ear & neck with tissue, discard.
10. Other Procedures *(50,51)	1. Application of dressings a. type of dressing b. size of dressing c. supplies needed d. method of application		1. Apply appropriate dressings to area of instillation according to specified orders.	
11. Observation *(44) 736	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells		1. Observe patient for effects from prior dosage of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration. 5. Attain assistance, if needed, for effects from medication	737

Task: Instill ear medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
11. Observation (cont'd)	3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative b. two or more medications (1) addictive (2)antagonistic (3) interaction (4) summative (5) toxic			
12. Patient Comfort & Safety *(4)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)		1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	

Task: Instill ear medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
13. Clean Up, Storage & Disposal *(38,42,43,65, 85)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered	1. Storage of ear medication a. dark bottle b. medicine dropper	1. Gather up all items to be taken from patient's room 2. Return medications, medication tray and supplies to proper place, clean and store	
14. Record/ Report *(44,45,49, 56,66,78)	1. Chart medication administrated a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/ handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after	1. Effects of ear medication a. soothing b. loosening c. anesthetic d. reduction of swelling	1. Chart medication administered and any observations made before during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

Task: Instill ear medication

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
14. Record/ Report (cont'd)	e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects			

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Patient Communication: Legal Responsibilities: Ethics: Body Mechanics: Position Patients: Structures of the Nose
Domain: Instill Medications For A Patient
Task: Instill Nasal Medication By Dropper
*Elements from task analysis

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
1. Verify Orders *(1,2,3,47,48)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of nasal medication a. body system (1) respiratory functions b. special uses (1) anti-biotics (2) anti-inflammatory	1. Check patient's chart for doctor's order 2. Establish mode of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare Meds. *(4,5,6,7,51)	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for storing nasal medication a. secure caps b. sterile dropper c. atomizers d. inhalers	1. Obtain the keys 2. Unlock medication area	
3. Wash Hands *(8)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. Perform medical aseptic techniques when preparing medication	

Task: Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
4. Select Meds & Supplies *(9,10,11,12, 13,14,53,54, 55,56,58,59, 60,61,77)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple-dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policies b. supplies (1) gloves (2) disposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of nasal medication a. liquids b. sprays c. inhalants 2. Supplies for nasal medication a. nose dropper b. inhaler c. tissues d. hand towel	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order 4. Place medication on equipment for transport	1. Procure sterile nose dropper if indicated and place on tray 2. Obtain tissues or hand towel and place on medication tray

Task: Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
5. Transport Meds *(15,66,67)	1. Systems for dispensing medication a. kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/ inserted f. site of application/ insertion g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient *(16,17,18, 62,63,64,65, 69)	1. Methods of establishing location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Tas Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
6. Locate & Identify Patient (cont'd)	2. Methods of Identifying patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Reason for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomodate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/refusal			
7. Prepare Patient *(19,20,21, 22,23,24,25, 71,72,73,74, 76)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interperter (2) kin/friend	1. Position patient for nasal instillation a. chair b. bed	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1.If patient is in bed, place in dorsal recumbent position with pillow under shoulders so head drops backward 2. If patient is in chair, assist to bed or position so that head drops backward

Task: Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
7. Prepare Patient (cont'd)	3. Resistive patients a. persuasion methods (1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) hemorrhage (5) shock b. necessities (1) physical comfort (2) elimination (3) axieties 5. Positioning a. must be able to instill medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-isolation domain a. be qualified b. adapt accordingly			

752

753

T : Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
8. Final Verification/ Preparation *(26,27,28, 75,78	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for instillation (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1. Position head for sinus instillation a. front sinuses b. back sinuses c. nasal passageway	1. Make final verification of medication dosage, time & method of admisistration 2. Open medication container maintaining medical asepsis 3. Open sterile supplies, preventing contaminatio 4. Obtain medication from container for application insertion	1. If medication for front sinuses-have patient turn head sideways so that hea is facing direction of nostril to be instilled. 2. If medication for back sinuses or sides of nose, place head upward with patient looking at the ceiling.
9. Instillation *(29,30,31,32, 33,34,35,36, 37,38,39,40, 49,70,79,80,81)	1. Rules for instilling medication a. comfort of patient b. visualization of area of medication c. quiet atmosphere d. proper consistency and/ or effectiveness of supplies e. surgical asepsis for equipment	1. Dosage of nasal medication a. apothecaries' b. metric c. household 2. Site of instillation a. right nostril b. left nostril c. both nostrils	1. Position yourself near patient's head 2. Instill medication correctly for type 3. Maintain comfort of patient and quietness of area 4. Maintain proper lighting and visualization during instillation 5. Maintain proper asepsis during instillation	1. Pinch rubber bulb of medicine dropper and draw up prescribed amount of medication 2. Steady patient's head, if necessary while instilling 3. Hold medicine dropper above nostri at 75° angle-DO NOT touch nasal surface 4. Gently & slowly instill prescribed amount of medication 5. Return dropper to medication bottle 6. Dry patient's nose with tissues or hand towel

Task: Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
9. Instillation (cont'd)				
10. Other Procedures *(51,52)	1. Application of dressings a. type of dressing b. size of dressing c. supplies needed d. method of application		1. Apply appropriate dressings to area of instillation according to specified orders.	
11. Observation *(44)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells		1. Observe patient for effects from prior dosage of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration. 5. Attain assistance, if needed, for effects from medication	

756

757

Tas Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
8. Final Verification/ Preparation *(26,27,28, 75,78	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for instillation (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately	1. Position head for sinus instillation a. front sinuses b. back sinuses c. nasal passageway	1. Make final verification of medication dosage, time & method of admisistration 2. Open medication container maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application insertion	1. If medication for front sinuses-have patient turn head sideways so that head is facing direction of nostril to be instilled. 2. If medication for back sinuses or sides of nose, place head upward with patient looking at the ceiling.
9. Instillation *(29,30,31,32, 33,34,35,36, 37,38,39,40, 49,70,79,80,81)	1. Rules for instilling medication a. comfort of patient b. visualization of area of medication c. quiet atmosphere d. proper consistency and/ or effectiveness of supplies e. surgical asepsis for equipment	1. Dosage of nasal medication a. apothecaries' b. metric c. household 2. Site of instillation a. right nostril b. left nostril c. both nostrils	1. Position yourself near patient's head 2. Instill medication correctly for type 3. Maintain comfort of patient and quietness of area 4. Maintain proper lighting and visualization during instillation 5. Maintain proper asepsis during instillation	1. Pinch rubber bulb of medicine dropper and draw up prescribed amount of medication 2. Steady patient's head, if necessary while instilling 3. Hold medicine dropper above nostril at 75° angle-DO NOT touch nasal surface 4. Gently & slowly instill prescribed amount of medication 5. Return dropper to medication bottle 6. Dry patient's nose with tissues or hand towel

Task: Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
9. Instillation (cont'd)				
10. Other Procedures *(51,52)	1. Application of dressings a. type of dressing b. size of dressing c. supplies needed d. method of application		1. Apply appropriate dressings to area of instillation according to specified orders.	
11. Observation *(44)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells		1. Observe patient for effects from prior dosage of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration. 5. Attain assistance, if needed, for effects from medication	

Task: Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
11. Observation (cont'd)	3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative b. two or more medications (1) addictive (2) antagonistic (3) interaction (4) summative (5) toxic			
12. Patient Comfort & Safety *(41,45)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)	1. Positioning after nasal instillation	1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	1. Following instillation, reposition patient for comfort & safety, but leave flat 5-10 minutes

Task: Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
13. Clean up Storage & Disposal *(42,43,67,82, 83,84)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered	1. Storage of Nasal medication a. dark bottles b. medicine dropper c. atmizers d. inhalers	1. Gather up all items to be taken from patient's room 2. Return medications, medication tray and supplies to proper place, clean and store	
14. Record/Report *(44,46,50, 57,68)	1. Chart medication administrated a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/ handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after	1. Effects of nasal medication a. anti histaminic b. anti-inflammatory c. anti-biotics d. broncho-dilitation	1. Chart medication administered and any observations made before during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

T[illegible]: Instill nasal medication by dropper

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
14. (cont'd)	e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects			

CONTENT IDENTIFICATION SHEET

Pre-Requisite: Medical Asepsis; Patient Communications; Legal Responsibilities; Ethics: Body Mechanics; Positioning Patient Structure of the Nose
Domain: Instill Medications For A Patient
Task: Instill Nasal Medication By Inhaler
*Elements from task analysis

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
1. Verify Orders *(1,2,3,37,38)	1. Principles of Doctor's Orders a. patient b. date of order c. name & dosage of medication d. time & frequency of administration e. route of administration f. doctor's signature 2. Principles of Medication Administration a. oral b. topical c. parenteral d. instilled or inserted	1. Types of nasal medication a. body system (1) respiratory functions b. special uses (1) anti-biotics (2) anti-inflammatory	1. Check patient's chart for doctor's order 2. Establish mode of medication 3. Establish form and dosage of medication 4. Establish time and frequency of administration 5. Establish control schedule of medication	
2. Pre-Prepare Meds *(4,5,6,7,43)	1. Medication Storage a. medication cabinet b. refrigerator c. patient's unit d. rule of securing keys	1. Rules for storing nasal medication a. secure caps b. sterile dropper c. atomizers d. inhalers	1. Obtain the keys 2. Unlock medication area	
3. Wash Hands *(8)	1. Concept and rules of medical asepsis a. cause b. prevention c. technique 2. Rules for handwashing a. 30 seconds b. 60 seconds c. 2 minutes		1. Perform appropriate hand wash 2. Perform medical aseptic techniques when preparing medication	

Ta Instill nasal medication by inhaler

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
4. Select Meds & Supplies *(9,10,11,12, 13,44,45,46, 48,49,50)	1. Naming of medications a. official name b. generic name c. trade name d. chemical name 2. Methods of packaging medications a. multiple-dose container b. unit-dose container 3. Medication dosages a. metric system b. apothecaries' c. household d. measurement symbols 4. Principles of medication preparation a. abbreviations for frequency and area of administration b. kardex & medication card method of preparing medications c. methods of maintaining supply 5. Drug information source 6. Supply storage a. facility policies b. supplies (1) gloves (2) disposal bag (3) paper towel 7. Supply responsibility a. facility policy b. personnel	1. Forms of nasal medication a. liquids b. sprays c. inhalants 2. Supplies for nasal medication a. nose dropper b. inhaler c. tissues d. hand towel	1. Check storage area for specific medication 2. Select appropriate container 3. Verify container label with order 4. Place medication on equipment for transport	1. Procure sterile nose dropper if indicated and place on tray 2. Obtain tissues or hand towel and place on medication tray

Task: Instill nasal medication by inhaler

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
5. Transport Meds *(14,33,56, 57)	1. Systems for dispensing medication a. kardex b. medication card 2. Equipment for dispensing a. medication tray b. portable medication cart c. rolling medication cabinet 3. Information for dispensing a. patient's name b. patient's room number c. name of medication d. dose of medication e. time medication applied/ inserted f. site of application/ insertion g. stop date (if indicated) h. initials of person making out card or Kardex		1. Take medication and supplies needed for application/insertion and medication card (if used) to patient's assigned unit a. via medication tray b. via rolling medication cart c. via rolling medication cabinet 2. Return un-administered medication to storage or disposal area	
6. Locate & Identify Patient *(15,16,17, 52,53,54,55, 59)	1. Methods of establishing location a. check Kardex or chart for assigned area b. check assigned unit c. check department patient roster d. verify location in another area by phone e. verify location in another area by going there		1. Verify location by Kardex or chart 2. Go to assigned unit 3. Check patient roster if not available 4. Verify new location 5. Go to new location (if indicated)	

Task: Instill nasal medication by inhaler

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
6. Locate & Identify Patient (cont'd)	2. Methods of Identifying patient a. address by name b. check by tag c. check wrist band (preferable method) d. check I.D. e. identify by kin or friend 3. Reason for taking medication to another area a. medication unavailable b. critical condition (e.g. insulin) c. accomodate patient 4. Reasons for omitting or delaying medication a. diagnostic tests b. surgery c. treatments d. temporary illness e. patient reaction f. patient request/refusal			
7. Prepare Patient *(18,19,20,21,22,23,51,61,62,63,64)	1. Awareness of patient a. conscious b. semi-concious c. unconcious 2. Communication a. direct (1) verbal (2) non-verbal b. indirect (1) interperter (2) kin/friend	1. Position patient for nasal instillation a. chair b. bed	1. Establish patient's level of awareness 2. Explain task to patient 3. Employ special techniques to prepare patient if qualified a. isolation b. communication c. persuasion d. priorities e. positioning	1. If patient is in bed, place on back, head elevated. 2. If patient in chair, have sit with head up

Task: Instill nasal medication by inhaler

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
7. Prepare Patient (cont'd)	3. Resistive patients a. persuasion methods (1) doctor's order (2) improve health b. limits (1) argumentative (2) aggression 4. Priority of needs a. critical circumstance (1) breathing (2) heart beat (3) choking (4) **hemorrhage** (5) shock b. necessities (1) physical comfort (2) elimination (3) axieties 5. Positioning a. must be able to instill medication 6. Proper body mechanics a. patient in alignment b. worker in alignment 7. Isolation or reverse-isolation domain a. be qualified b. adapt accordingly			

Task Instill nasal medication by inhaler

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
8. Final Verification/Preparation *(24,50,51)	1. Final verification of medication (see #1 verify orders) 2. Final verification of supplies for instillation (see #4 select supplies) 3. Rules for handling sterile supplies a. know what is sterile b. know what is not sterile c. separate sterile from unsterile d. remedy contamination immediately		1. Make final verification of medication dosage, time & method of admisistration 2. Open medication container maintaining medical asepsis 3. Open sterile supplies, preventing contamination 4. Obtain medication from container for application insertion	
9. Instillation *(25,26,27,28, 29,30,39,60, 65)	1. Rules for instilling medication a. comfort of patient b. visualization of area of medication c. quiet atmosphere d. proper consistency and/ or effectiveness of supplies e. surgical asepsis for equipment	1. Site of instillation a. right nostril b. left nostril c. both nostrils	1. Position yourself near patient's head 2. Instill medication correctly for type 3. Maintain comfort of patient and quietness of area 4. Maintain proper lighting and visualization during instillation 5. Maintain proper asepsis during instillation	1. Insert inhaler or atomizer into designated nostril and gently close other nostril 2. For inhaler- hold in position 3. For atomizer-hold in position and compress at least twice (unless otherwise ordered) 4. Ask patient to take several deep breaths through open nostril with mouth open 5. Wait 30-60 seconds and repeat steps 2 or 3 and 4

Task: Instill nasal medication by inhaler

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
9. (cont'd)				6. (cont'd) When finished, remove inhaler or atomizer from nostril and cap. 7. Dry patient's nose with tissue or hand towel
10. Other Procedures *(41,42)	1. Application of dressings a. type of dressing b. size of dressing c. supplies needed d. method of application		1. Apply appropriate dressings to area of instillation according to specified orders.	
11. Observation *(34)	1. Medication Uses a. maintain health b. treat disease c. relieve symptoms d. prevent disease e. alter process f. diagnose disease 2. Medication Actions a. stimulate cells b. slow down cells c. kill or weaken organisms d. replace substances e. irritate cells		1. Observe patient for effects from prior dosage of medication 2. Observe patient for effects of medication during administration 3. Assist patient as needed, if choking on medication 4. Observe patient for effects of medication after administration. 5. Attain assistance, if needed, for effects from medication	

Tas Instill nasal medication by inhaler

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
11. Observation (cont'd)	3. Location of Actions a. local b. systemic (1) reception (2) absorption (3) distribution (4) metabolism (5) excretion 4. Effects of Medication a. single medication (1) primary (2) secondary (3) toxic (4) addictive (5) allergic (6) cumulative b. two or more medications (1) addictive (2)antagonistic (3) interaction (4) summative (5) toxic			
12. Patient Comfort & Safety *(31,35,66)	1. Patient Comfort and Safety Domain a. required or desired position b. call bell c. restraints or siderails d. curtains/doors e. lights 2. Treatment for Adverse Effects of Medication a. critical circumstances b. necessities (see priorities of needs)	1. Positioning after nasal instillation	1. Make patient comfortable and safe 2. Carry out task requested for effects of medication, that you are capable of doing	1. Following instillation, reposition patient for comfort & safety, but leave flat 5-10 minutes

Task: Instill nasal medication by inhaler

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
13. Clean Up Storage & Disposal *(32,33,57)	1. Disposal of Wastes a. paper b. plastic c. metals d. glass 2. Medical Asepsis Domain a. cleaning equipment b. cleaning patients room 3. Rules for storing and disposing of medications not administered	1. Storage of Nasal Medication a. dark bottles b. medicine dropper c. atomizers d. inhalers	1. Gather up all items to be taken from patient's room 2. Return medications, medication tray and supplies to proper place, clean and store	
14. Record/Report *(44,46,50, 57,68)	1. Chart medication administrated a. chart forms (1) medication sheet (2) nurse's notes (3) special forms b. methods (1) printed/ handwritten (2) abbreviations (3) errors c. information (1) medication (2) dosage (3) route (4) time and date d. observations (1) before (2) during (3) after	1. Effects of nasal medication a. anti histaminic b. anti-inflammatory c. anti-biotics d. broncho-dilitation	1. Chart medication administered and any observations made before during or after administration 2. Inform superior of any inability to administer medication 3. Inform superior of any effects of a critical nature 4. Carry out any task requested for critical effects that you are capable of doing	

Tas[illegible]nstill nasal medication by inhaler

Sub Task	Cell 1 Cognitive knowledge (generalizable) common to all tasks in the domain	Cell 2 Cognitive knowledge specific to a task in the domain	Cell 3 Skills (transferable) common to all tasks in the domain	Cell 4 Skills specific to a task in the domain
14. Record/ Report (cont'd)	e. effectiveness of medications (1) desired effects (2) undesired effects (3) medication information resources 2. Charting Legalities a. legal document b. privileged information c. permanent patient's record d. State/facility regulation 3. Responsibilities of Reporting & Recording a. unavailable patient b. unresponsive patient c. resistive patient d. desired effects e. undesired effects f. critical effects			

APPENDIX A

Task Analysis for Domain: Instill Medication For A Patient

- Instill Liquid Eye Medication
- Instill Eye Ointment
- Instill Liquid Ear Medication
- Instill Nasal Medication By Dropper
- Instill Nasal Medication By Inhaler

Common Sub Tasks For The Domain

Learning Content Identification

- Instill Liquid Eye Medication
- Instill Eye Ointment
- Instill Liquid Ear Medication
- Instill Nasal Medication By Dropper
- Instill Nasal Medication By Inhaler

Data Sheet A - Content Limits for Tasks in Domain

Data Sheet B - Content Limits for Sub Tasks in Domain

Data Sheet C - Content Limits for Equipment and Supplies in Domain

CONTENT LIMITS DATA SHEET A

DOMAIN

INSTILL MEDICATIONS FOR A PATIENT

Task I: Instill liquid eye medication

A. Instillation Site
1. right eye
2. left eye
3. both eyes

B. Types of Medication
1. miotics
2. mydriatics
3. anesthetics

C. Form
1. liquid

D. Packaging
1. 1/2 ounce clear bottle
2. 1 ounce, dark bottle
3. with dropper
4. without dropper

E. Supplies
1. Cotton balls
2. tissues

F. Position for Instillation
1. fowler's
2. semi-fowler's
3. dorsal recumbent

G. Effects
1. dilating
2. constricting
3. anesthetic

Task II: Instill eye ointment

A. Instillation Site
1. right eye
2. left eye
3. both eyes

B. Types of Medication
1. antibiotics
2. anti-inflammatory

C. Packaging
1. 1/2 ounce tubes
2. 1 ounce tube

D. Form
1. ophthalmic ointment

E. Supplies
1. cotton balls
2. tissues

F. Position for Instillation
1. fowler's
2. semi-fowler's
3. dorsal recumbent

G. Effects
1. soothing
2. anti-inflammatory

Task III: Instill liquid ear medication

A. Types of Medications
1. cerumenolytic
2. antibiotic
3. anti-inflammatory
4. anesthetic

B. Packaging
1. 1/2 ounce clear bottle
2. 1 ounce dark bottle
3. with dropper
4. without dropper

C. Site of Instillation
1. right ear
2. left ear
3. both ears

Data Sheet A (cont'd)

Task III: Instill liquid ear medication (cont'd)

D. Supplies
  1. cotton balls
  2. tissues

E. Position For Instillation
  1. adult
  2. child

F. Effects
  1. soothing
  2. loosening
  3. anesthetic
  4. reduction of swelling

Task IV: Instill nasal medication by dropper

A. Types of medications
  1. anti-histaminic
  2. antibiotic
  3. anti-inflammatory

B. Packaging
  1. 1/2 clear bottle
  2. 1 ounce dark bottle
  3. with dropper
  4. without dropper

C. Site of Instillation
  1. right nostril
  2. left nostril
  3. both nostrils

D. Supplies
  1. tissues
  2. hand towel

E. Positon
  1. front sinuses
  2. back sinuses
  3. nasal passageway

F. Effects
  1. decongestant
  2. soothing
  3. reduction of swelling

Task V: Instill nasal medications by inhaler/atomizer

A. Types of Medication
  1. anti-histaminic
  2. antibiotic
  3. anti-inflammatory
  4. broncho-diliation

B. Packaging
  1. Inhaler
  2. Atomizer

C. Site of Instillation
  1. right nostril
  2. left nostril
  3. both nostril

D. Supplies
  1. tissues
  2. hand towel

E. Position
  1. fowler's
  2. semi-fowler's

F. Effects
  1. decongestant
  2. soothing
  3. reduction of swelling
  4. broncho-dilitation

790

CONTENT LIMITS DATA SHEET B

DOMAIN

INSTILL MEDICATIONS FOR A PATIENT

Sub Task I: VERIFY ORDER.

A. Order

1. Chart

B. Route

1. instillation

Sub Task II: PRE-PARE

A. Storage Area

1. medication cabinet
2. medication cart
3. refrigerator
4. patient's bed side stand

B. Supplies

1. medication cabinet keys
2. medication cart keys

Sub Task III: WASH HANDS

A. Time

1. 30 seconds
2. 60 seconds
3. 2 minutes

B. Facilities

1. sink, real
2. sink, simulated
3. basin

C. Soap

1. liquid
2. powder
3. bar

Sub Task IV: SELECT CORRECT MEDICATIONS & SUPPLIES

A. Names

1. Official
2. generic
3. trade

B. Packaging

1. multiple -dose container
2. unit-dose container

C. Dosages

1. metric
2. household
3. apothecaries'

D. Abbreviations and Symbols

1. a.m
2. ad lib
3. b.i.d.
4. c̄
5. D.C.
6. gtt.
7. h.
8. h.s.
9. M.
10. o.d.
11. o.s.
12. o.u.
13. per
14. p.r.n.
15. q̄.
16. q.d.
17. q.i.d.
18. q.o.d.
19. Rx.
20. s̄
21. sig.
22. s.o.s.
23. stat
24. t.i.d.
15. ung.
26. p.m.

E. Method

1. Kardex
2. medication card

F. Information Resource

1. medication tray
2. portable medication cart
3. rolling medication cabinet

DATA SHEET B (cont'd)

Sub Task VII: PREPARE PATIENT

A. Patient

1. Mannequin
2. student partner

B. Patient Awareness

1. concious
2. semi-concious

C. Communication

1. verbal
2. non-verbal
3. interpreter
4. resistive

D. Patient Circumstances

1. critical problems
2. physical discomfort
3. elimination
4. anxieties
5. isolation
6. reverse isolation

Sub Task VIII: FINAL VERIFICATION/PREPARATION

A. Lighting

1. goose-neck
2. overbed
3. window

B. Location

1. bed
2. chair

Sub Task X: OTHER PROCEDURES

A. Dressings & Tapes

1. gauze pads
2. bandaids
3. paper tapes
4. plastic tape

Sub Task XI: OBSERVATION

A. Medication Usage

1. maintain health
2. treat disease
3. relieve symptoms
4. prevent disease
5. alter process
6. diagnose disease

B. Action

1. local
2. systemic

C. Effects

1. primary
2. secondary
3. toxic
4. addictive
5. allergic
6. cumulative
7. additive
8. antagonistic
9. interactive
10. summative

Sub Task XII: PATIENT COMFORT

A. Original Patient Position

1. lateral
2. prone
3. supine
4. trendelenberg
5. fowler's
6. orthopneic
7. chair
8. ambulatory
9. semi-fowler's
10. sims

B. Supplies and Equipment

1. call bell
2. intercom
3. restraints
4. side rails
5. curtain
6. screens

DATA SHEET B (cont'd)

Sub Task XIII: CLEAN UP, STORAGE AND DISPOSAL

A. Materials for Disposal

1. paper
2. plastic
3. metals
4. glass
5. rubber
6. cloth

B. Cleaning Supplies

1. paper towel
2. cloth towel
3. basin
4. soap & water
5. disinfectant

Sub Task XIV: RECORD/ REPORT

A. Forms

1. medication sheet
2. nurse's notes
3. special forms
4. incident reports

B. Patient Situation

1. cooperation
2. unavailable
3. unresponsive
4. resistive

C. Effects

1. desired
2. undesired
3. critical

CONTENT LIMITS DATA SHEET C

DOMAIN

INSTILL MEDICATIONS FOR A PATIENT

I. EQUIPMENT

- A. Medication cabinet
- B. Medication cart, locked
- C. Chart backs
- D. Kardex file
- E. Sink, large-hole drain (simulated)
- F. Basin
- G. Refrigerator (simulated)
- H. Gatch-frame bed
- I. Siderail
- J. Straight chair
- K. Overbed table
- L. Bedside stand
- M. Gooseneck lamp
- N. Bed/wall name plate
- O. Mannequin
- P. Window, simulated

II. SUPPLIES

- A. Kardex cards
- B. Medication cards
- C. Chart forms
- D. Keys
  - 1. medication cabinet
  - 2. medication cart
- E. Medications
  - 1. eye
    - a. drops
    - b. ointment
  - 2. ear, drops
  - 3. nasal
    - a. drops
    - b. atomizer
    - c. inhaler
- F. Tissues
- G. Cotton Balls
- H. Gauze Pads
  - 1. 2 x 2's
  - 2. 4 x 4's
- I. Bandaids
- J. Tape
  - 1. paper
  - 2. plastic
- K. Medicine droppers, sterile
- L. Soap
  - 1. liquid
  - 2. powder
  - 3. bar
- N. Towels
  - 1. cloth
  - 2. paper
- O. Wash cloths
- P. Waste basket
- Q. Medication tray
  - 1. large
  - 2. small
- R. Name band
- S. Note pad
- T. Pencil
- U. Physician's Desk Reference

APPENDIX B

DOMAIN REFERENCED TEST FORMAT

DOMAIN REFERENCED TEST I

FOR

INSTILL MEDICATION FOR A PATIENT

SAMPLE DRT

A. DRT FORMAT

1. Domain: Instill Medication for a Patient

2. Tasks in domain:

    a. Instill liquid eye medication
    b. Instill eye ointment
    c. Instill liquid ear medication
    d. Instill nasal medication by dropper
    e. Instill nasal medication by inhaler

3. Domain discriptor: Instill Medication for a Patient

4. Content limits for domain

    a. Content limits per tasks - See Data Sheet A
    b. Content limits per sub tasks - See Data Sheet B
    c. Content limits for equipment - See Data Sheet C

5. Criteria for evaluation

    All items on the following check lists must be acceptable to pass test

6. Test Stimulus Characteristics:

Each student will be given a patient situation, access to medications for instillation, and access to equipment and supplies needed for instillation of the medications. The test will be conducted in a simulated medications area and patient unit area with a mannequin or student patient provided. Two sample combinations of variables for testing are given below:

DATA SHEET A

	Test 1			Test 2	
I	A-1	E-1	II	A-2	E-2
	B-2	F-3		B-1	F-1
	C-1	G-1		C-2	G-1
	D-1-3			D-1	
III	A-4	E-1	III	A-2	E-2
	B-2-3	F-3		B-1-3	F-1
	D-2			D-1	
V	A-1	D-2	IV	A-1	D-1
	B-2	E-2		B-2-3	E-2
	C-3	F-1		C-3	F-1

DATA SHEET B

I	A-1	B-1	I	A-1	B-1

796

DATA SHEET B (cont'd)

II	A-1	B-1	
III	A-2	B-2	C-1
IV	A-3	D-6-7-14	
	B-1	E-2	
	C-2	F-1	
V	A-2	B-2	
VI	A-1	B-2	
VII	A-1	C-2	
	B-2	D-	
VIII	A-2	B-1	C-1
IX	A-1	B-1	
X	A-		
XI	A-3	B-1	C-1
XII	A-3-9	B-1	
XIII	A-1	B-1-4	
XIV	A-1-2		
	B-3		
	C-1		

II	A-2	B-2	
III	A-1	B-3	C-3
IV	A-3	D-7-14	
	B-1	E-1	
	C-3	F-1	
V	A-1	B-1	
VI	A-2	B-2	
VII	A-2	C-1	
	B-1	D-	
VIII	A-1	B-1	C-1
IX	A-3	B-2	
X	A-1-3		
XI	A-2	B-1	C-6
XII	A-5-7	B-2	
XIII	A-1	B-2-5	
XIV	A-1-2		
	B-1		
	C-2		

DATA SHEET C

I. A.
- C.
- D.
- E.
- H.
- I.
- J.
- K.
- L.
- M.
- N.
- O.

II. A.
- B.
- C.
- D. 1.
- E. 1. a.
- E. 2.
- E. 3.b.
- F.
- G.
- K.
- L. 1.
- N. 1.
- N. 2.
- P.
- R.
- U.

7. Test Response Characteristics:

The student will prepare medications as directed by the patient situation. The student's performance must be acceptable according to the evaluation checklist.

8. Student Instruction Sheet I

Given a mannequin in a patient's unit and access to the following medication and supplies you will instill eye medications by dropper: instill ear drops for an adult; and instill nasal medications by atomizer. Following the instillation of medication you will record the instillation on proper forms. Your performance will be evaluated according to the attached check lists. You must attain 100% accuracy on all points marked with (*) and at least 75% accuracy on all other points.

EQUIPMENT LIST:

Medication cabinet; chart backs; Kardex file; large-hole drain sink (simulated): gatch-frame bed; siderail; straight chair; overbed table; bedside stand; gooseneck lamp; bed/wall name plate; mannequin; Kardex cards; medication cards; chart forms; medication cabinet keys; eye drops; ear drops; nasal medication in atomizer; tissues; cotton balls; sterile medicine droppers; liquid soap; cloth towel; paper towels; waste basket; name band; Physician's Desk Reference.

Domain Referenced Test One

Instill Medications For A Patient

STUDENT INSTRUCTION:

Examine the following nursing order and supply equipment list. Perform the required activities in the simulated medication and patient area; all equipment and supplies are present in those areas.

Your performance will be evaluated by the instructor according to the attached check lists for instilling eye, ear and nasal medications. The level of performance listed on the check list must be attained to pass the performance test.

NURSING ORDER:

Given a patient's Kardex card, appropriate medication cards, medications and supplies with which to instill eye, ear and nasal medications for a patient you will: check to see if there are any changes in the medications or method of administration; assemble all medications and supplies to be instilled for 9:00 a.m. November 4, 1979; care for all of the patient's needs before and after medication administration and instill the eye, ear and nasal observations made in the proper manner.

EQUIPMENT AND SUPPLY LIST:

Medication cabinet; chart backs; Kardex file; large-hole drain sink (simulated); gatch-frame bed; siderail; straight chair; overbed table; bedside stand; gooseneck lamp; bed/wall name plate; mannequin; Kardex cards; medication cards; chart forms; medication cabinet keys; eye drops; ear drops; nasal medication in atomizer; tissues; cotton balls; sterile medicine droppers; liquid soap; cloth towel; paper towels; waste basket; name band; Physician's Desk Reference

- -

CHECK LIST:

See attached check lists

- -

DOCTOR'S ORDERS, NURSE'S NOTES AND MEDICATION SHEET:

See patient chart

- -

NAME____DATE______________________

____Eye Drops   ____ Eye Ointment

CHECK LIST

FOR

INSTILLING EYE MEDICATION

U S

____ ____ 1. Verifies order with doctor's order on Kardex and/or patient's chart *

____ ____ 2. Obtains keys for medication area

____ ____ 3. Washes hands before proceeding *

____ ____ 4. Verifies label on medication with medication card or Kardex *

____ ____ 5. Assembles any additional appropriate supplies on medication tray

____ ____ 6. Identifies patient in correct manner *

____ ____ 7. Explains task to patient

____ ____ 8. Alters task to meet needs of patient (if applicable) *

____ ____ 9. Prepares patient as needed, for eye instillation

____ ____ 10. Verifies medication at bedside *

____ ____ 11. Maintains medical asepsis during eye instillation *

____ ____ 12. Observes patient during eye instillation *

____ ____ 13. Instills eye medication correctly *

____ ____ 14. Sequences steps of task for best performance

____ ____ 15. Maintains safety factors for patient *

____ ____ 16. Makes patient comfortable after application

____ ____ 17. Cleans up after eye instillation

____ ____ 18. Recognizes limitations in regard to instillation or related tasks (if applicable) *

____ ____ 19. Records and/or reports instillation and observations accurately *

____ ____ 20. Completes instillation whithin 15 minutes (if applicable) *

SCORE * POINTS ____________
SCORE OTHER POINTS __________
FINAL SCORE______________

NAME:______________________________ DATE______________________

____ ADULT INSTILLATION ____ CHILD INSTILLATION

CHECK LIST
FOR
INSTILLING EAR MEDICATION

U S

____ ____ 1. Verifies order with doctor's order on Kardex and/or patient's chart *

____ ____ 2. Obtains keys for medication area

____ ____ 3. Washes hands before proceeding *

____ ____ 4. Verifies label on medication (or container) with medication card or Kardex - Places medication on medication tray *

____ ____ 5. Assembles any additional appropriate supplies on medication tray

____ ____ 6. Identifies patient in correct manner *

____ ____ 7. Explains task to patient

____ ____ 8. Prepares patient as needed for ear instillation

____ ____ 9. Positions patient correctly for instillation

____ ____ 10. Provides adequate lighting for ear instillation*

____ ____ 11. Verifies medication at bedside *

____ ____ 12. Maintains medical asepsis during ear instillation *

____ ____ 13. Straightens ear canal correctly for age level of patient

____ ____ 14. Instills ear medication correctly *

____ ____ 15. Provides for proper drainage of ear canal following instillation*

____ ____ 16. Observes patient throughout ear instillation

NAME:____**DATE:**________________________

CHECK LIST
FOR
INSTILLING EAR MEDICATION (cont'd)

U S

____ ____ 17. Maintains safety factors for patient *

____ ____ 18. Makes patient comfortable after instillation

____ ____ 19. Cleans up after ear instillation

____ ____ 20. Sequences steps of task correctly

____ ____ 21. Recognizes limitations in regard to instillation

____ ____ 22. Records and/or reports instillation and observations accurately *

____ ____ 23. Completes instillation within specified time *

* POINTS SCORE________

OTHER SCORE ________

TOTAL SCORE ________

NAME:________________________________ DATE:________________________

____ Dropper ____ Inhaler ____ Atomizer

CHECK LIST

FOR

INSTILLING NASAL MEDICATION

U	S		
____	____	1.	Verifies order with doctor's order on Kardex and/or patient's chart *
____	____	2.	Obtains keys for medication area (if applicable)
____	____	3.	Washes hands before proceeding *
____	____	4.	Verifies label on medication card or Kardex-places medication on medicine tray *
____	____	5.	Assembles any additional appropriate supplies on medication tray (if applicable)
____	____	6.	Identifies patient in correct manner *
____	____	7.	Explains task to patient
____	____	8.	Prepares patient, as needed, for nasal instillation
____	____	9.	Positions patient correctly for instillation *
____	____	10.	Positions patient's head properly for instillation
____	____	11.	Verifies medication at bedside *
____	____	12.	Maintains medical asepsis during nasal instillation
____	____	13.	Uses proper equipment for nasal medication ordered *
____	____	14.	Instills nasal medication correctly *
____	____	15.	Provides for proper penetration of nasal medication following instillation *
____	____	16.	Observes patient throughout nasal instillation *

NAME:____DATE:____________________

CHECK LIST
FOR
INSTILLING NASAL MEDICATION (cont'd)

U	S		
____	____	17.	Maintains safety factors for patient *
____	____	18.	Makes patient comfortable after instillation
____	____	19.	Cleans up after nasal instillation
____	____	20.	Sequences steps of task correctly
____	____	21.	Recognizes limitations in regard to instillation *
____	____	22.	Records and/or reports instillation and observations accurately *
____	____	23.	Completes instillation within time span *

*POINTS SCORE ______

OTHER SCORE______

TOTAL SCORE_________

Kirkwood, Mabel
Dr. J.L. Stone
Room 375

Doctor's Order Sheet

11/13/79 Admit patient to simi-private room
Lente U-100 Insulin 45U daily
Americaine Otic -instill 4 drops
warm in Ⓛ ear t.i.d. and h.s.
Terramycin 250 mg cap $\dot{\bar{i}}$ $\bar{q}$ 6 hr
Neo-synephrine 0.5% Nasal Spray to
each nostril t.i.d. and h.s.
Atropine 0.5% instill 3 drops bid into Ⓡ eye
Bed rest
1500 Cal Diabetic Diet

J.L. Stone M.D.

KARDEX CARD

Medications:

11/3/79 Lente U-100 Insulin 45U daily @ 7:00a.m. "H"
11/3/79 Terramycin 250 mg cap $\dot{\bar{i}}$ $\bar{q}$ 6 hr. 12 mid. 6a.m. 12 noon 6p.m.
11/3/79 Americaine Otic gtt $\overline{\dot{i}v}$ warm in Ⓛ ear t.i.d. and h.s.
9am 1pm 6pm 9pm
11/3/79 Neo-Synephrine 0.5% nose spray t.i.d. and h.s.
9am 1 pm 6 pm 9 am
11/3/79 Atropine 0.5% gtt $\overline{\dot{i}\dot{i}i}$ bid in Ⓡ eye 9am 6 pm

Activity: Bedrest 11/3/79 Diet 1500 Cal Diabetic 11/3/79
Diognosis: Acute URI - Otis Media Ⓛ ear and Iritis Ⓡ eye

375 Kirkwood, Mabel Age 69 Physician: J.L. Stone

Nurse's Notes

Time	Date	Treatments	Notations
3:00 a.m.	11-4-79		Awake. Seems restless
			States her head hurts
			"all over" and her
			chest "feels like lead"
4:00 a.m.			Appears to be sleeping.
7:00 a.m.		Lente U-100 Insulin	45u given "h" into
			Ⓛ thigh. E. Brown R.N.
			A fair night. E. Brown, R.N.
8:00 a.m.		1200 Cal. Diabetic Diet	Ate part of egg and
			½ slice toast. Drank
			juice. States she can't
			eat anymore. Head
			is "plugged up" and
			"Ⓛ ear and Ⓡ eye hurt."
			States she will be glad
			when its time for her
			medication. G. Smith, R.N.

MEDICATION RECORD

MEDICATION	HOUR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Lente U-100 Insulin 45u daily	7 a.m.	X	X	X	EB													
Terramycin 250mg Cap i q 6 hr.	6 a.m.		X	X	EB.													
	12 noon	X	X	GS.														
	6 pm.	X	X	T.M.														
	12 Mid.	X	X	EB.														
Americaine Otic gtt iv Ⓛ ear tid and HS.	9 am	X	X	X														
	1 pm.	X	X	GS.														
	6 pm.	X	X	T.M.														
	9 pm.	X	X	T.M.														
Neo-Synephrine 0.5% nose spray tid and hs.	9 am.	X	X	X														
	1 pm.	X	X	GS														
	6 pm.	X	X	T.M.														
	9 p.m.	X	X	T.M.														
Atropine 0.5% gtt iii Ⓡ eye bid.	9 am	X	X	X														
	6 pm	X	X	T.M.														

PATIENT INFORMATION

DIAGNOSIS	Acute URI c Otitis Media Ⓛ ear & Iritis Ⓡ eye				
PHYSICIAN	J.L. Stone	DIET	1500 Cal Diet	AGE	69
PATIENT	Kirkwood, Mabel	ROOM	375	MONTH & YEAR	November [illegible]75

NURSES' SIGNATURES

1 G. Smith, RN	4	7	10
2 T. Meyers, RN	5	8	11
3 E. Brown, RN	6		12

The Tasks For Domain: MEDICAL ASEPSIS AND CLEANING

1. Wash hands aseptically for health related tasks
2. Clean glassware used by a patient
3. Clean enamelware used by a patient
4. Clean stainless steelware used by a patient
5. Clean rubbergoods and plastics used by a patient
6. Clean a patient's unit for daily routine
7. Clean a patient's unit following discharge

The Tasks For Domain: WEIGHING AND MEASURING A PATIENT

1. Weigh a patient on a bathroom scale
2. Weigh a patient on a slide scale
3. Weigh a patient on a bed scale
4. Weigh an infant on an infant scale
5. Measure a patient's height on a slide scale
6. Measure a patient's height with a yard stick
7. Measure an infant's length with a tape measure
8. Measure specified body parts with a tape measure

808